

Students' and Instructors' Perceptions of PowerPoint Use in ELT Classrooms

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ABSTRACT

The current study aimed to identify both the students' (graduate and undergraduate) and the instructors' perceptions of PowerPoint Presentation (PPP) use in ELT Classrooms. The study was conducted in the Department of Foreign Language Education (FLE) at Eastern Mediterranean University (EMU). It also attempted to find out the differences in perceptions between the graduate and the undergraduate students as well as between the students and the instructors.

This case study used mixed method approach to research. The participants of the study were 108 students (graduate and undergraduate) and 10 instructors of FLE Department at EMU. The data were collected using student and instructor questionnaires and interviews.

The results showed that both the students and the instructors had positive perceptions regarding the use of PPP in ELT classes. They believed that PPP is an easy and interesting tool to use in the classrooms. However, they varied in their preferences concerning PPP. The data showed that the students preferred decorative and light colored backgrounds while the instructors had some uncertainties regarding these preferences.

In addition, although the undergraduate and graduate students showed similarities in their perceptions regarding PPP use, they differed in their preferences. For instance, the graduate students believed that the slides should work as discussion points in the

classrooms while the undergraduate students believed that slides should include interesting multimedia features.

The findings of this study may have some practical implications for instructors and students. More specifically, they may help the instructors and the students to gain awareness about the important role of PPP in learning and teaching. Also, the findings may provide feedback for the instructors as regards their students' preferences, so that they can integrate more effective PPPs into their classrooms. Moreover, the study has some suggestions for future studies such as focusing on the topics of motivation and learning styles in relation to PPP.

Keywords: PowerPoint Presentation (PPP), PPP in ELT, Perceptions, Preferences.

ÖZ

Bu çalışma, hem öğrencilerin (lisans ve lisansüstü) hem de öğretim elemanlarının İngiliz Dili Öğretimi (İDÖ) sınıflarında Powerpoint Sunumları kullanımını hakkındaki görüşlerini belirlemeyi amaçlamıştır. Çalışma, Doğu Akdeniz Üniversitesi Yabancı Diller Eğitimi Bölümü'nde yürütülmüştür. Ayrıca, bu çalışma öğrenciler (lisans ve lisansüstü) ve öğretim elemanları arasındaki görüş farklılıklarını da belirlemeye çalışmıştır.

Bu durum çalışmasında, araştırma yöntemi olarak karma yöntem kullanılmıştır. Çalışmanın katılımcıları Doğu Akdeniz Üniversitesi Yabancı Diller Eğitimi Bölümü'nden 108 öğrenci (lisans ve lisansüstü) ve 10 öğretim elemanıdır. Veriler, öğrenci ve öğretim elemanı anketleri ve yarı yapılandırılmış mülakatlar kullanılarak elde edilmiştir.

Sonuçlar, hem öğrencilerin (lisans ve lisansüstü) hem de öğretim elemanlarının İDÖ sınıflarında kullanılan Powerpoint Sunumları hakkında olumlu algılarının olduğunu göstermiştir. Katılımcılar Powerpoint Sunumlarının kolay ve ilgi çekici araçlar olduğunu düşünmektedirler. Ancak, Powerpoint Sunumları ile ilgili tercihleri konusunda katılımcılar farklılıklar göstermektedirler. Verilere göre, öğrenciler dekoratif ve açık renkli sunumların kullanılmasını tercih ederlerken, öğretim elemanları öğrencilerin tercihleri konusunda bazı belirsizlikleri bulunmaktadır.

Ayrıca, lisans ve lisansüstü öğrencileri Powerpoint Sunumları kullanımını hakkındaki algıları açısından benzerlikler gösterebilir de, konuyla ilgili tercihlerinde

farklılıklarının olduđu görülmüştür. Örneğin, lisansüstü öğrencileri sunumların genel olarak tartışma noktalarını içermesi gerektiğine inanırken, lisans öğrencileri sunumların çeşitli görsel ve işitsel unsurları içermesi gerektiğini düşünmektedirler.

Bu çalışma sonuçlarının öğrenciler ve öğretim elemanları için bazı pratik sezdirimleri olabilir. Çalışma sonuçları, hem öğrencilerin hem de öğretim elemanlarının Powerpoint Sunumları kullanımının öğrenme ve öğretmedeki önemi konusundaki farkındalıklarını artırabilir. Ayrıca, çalışmanın bulguları öğretim elemanlarına, öğrencilerinin tercihleri hakkında geribildirim verebilir ve böylece daha etkili Powerpoint Sunumları hazırlamalarını dağlayabilir. Dahası, bu çalışma, motivasyon ve öğrenme stilleri ile Powerpoint Sunumları arasındaki ilişkiyi irdelenecek gelecekteki çalışmalara da bazı öneriler sunabilir.

Anahtar kelimeler: PowerPoint Sunumu (PPS), İngiliz Dili Öğretiminde PPS, Algılar, Tercihler.

To my precious family who was always there for me.

To my father, mother, and my dear husband Hayan

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGEMENT.....	viii
LIST OF TABLES.....	xiii
LIST OF ABBREVIATIONS.....	xiv
1 INTRODUCTION.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	7
1.4 Research Questions.....	8
1.5 Significance of the Study.....	8
1.6 Definition of Terms.....	9
1.7 Summary.....	9
2 LITERATURE REVIEW.....	10
2.1 Educational Technology.....	10
2.2 The Role of Educational Technology in English Language Teaching and Learning.....	11
2.3 Alternative Terms for Educational Technology.....	12
2.3.1 Information and Communication Technology (ICT).....	12
2.3.2 Computer Assisted Language Learning (CALL).....	13
2.4 Advantages and Disadvantages of Using Technology in English Teaching and Learning Classrooms.....	17
2.4.1 Advantages.....	17
2.4.2 Disadvantages.....	19

2.5 Technological tools and applications used in English language learning and teaching	22
2.5.1 Whiteboards.....	22
2.5.2 Word Processor.....	23
2.5.3 The Internet.....	24
2.5.4 Corpus Reseach	24
2.5.6 Mobile Learning (M- learning).....	26
2.5.7 PowerPoint Software (PPP).....	27
2.7 Summary	34
3 METHOD	36
3.1 Overall Research Design.....	36
3.2 The Context.....	38
3.4 Participants	39
3.4.1 Undergraduate Students.....	39
3.4.2 Graduate Students.....	39
3.4.3 Instructors	40
3.5 Data Collection Instruments.....	40
3.5.1 Student Questionnaire.....	41
3.5.2 Instructor Questionnaire	41
3.5.3 Student Interviews	42
3.5.4 Instructor Interviews.....	43
3.6 Data Collection Procedures	43
3.7 Data Analysis	44
3.8 Summary	44
4 RESULTS	46

4.1 Results of the Student Questionnaire	46
4.1.1 Results of the Closed Items	46
4.1.2 Results of the Open-ended Items.....	63
4.2 Results of the Student Interviews	72
4.3 Results of the Instructors Questionnaire	82
4.4 Results of the Instructor Interviews	95
4.5 Summary	99
5 DISCUSSION OF RESULTS.....	101
5.1 Discussion of the Results	101
5.1.1. Research Question 1: What are the Students’ Perceptions of PowerPoint Presentation (PPP) Use in ELT classrooms?	101
5.1.2. Research Question 2: What are the Instructors’ Perceptions of PowerPoint (PPP) Use in ELT classrooms?.....	104
5.1.3. Research Question 3: Do the Perceptions of the Students and Instructors vary?	106
5.1.4 Research Question 4: Do the Perceptions of the Graduate and Undergraduate vary?.....	108
5.2 Implications	109
5.3 Limitations.....	110
5.4 Suggestions for Future Research	110
5.6 Conclusion	112
5.7 Summary.....	113
REFERENCES	114
APPENDICES	129
Appendix A : Student Questionnaire.....	130

Appendix B :Instructor Questionnaire	135
Appendix B : Student Interview Questions	140
Appendix C: Instructor Interview Questions.....	141
Appendix D: Ethical Committee Approval	142

LIST OF TABLES

Table 4.1.1. Results of Items 1 to 14 in the Students Questionnaire – Perceptions	46
Table 4.1.1. Results of items15 to 30 in the Students Questionnaire – Preferences.....	50
Table 4.1.1.1. Result of Items 1 to 14 in the Undergraduate Students Questionnaire-perceptions	56
Table 4.1.1.1. Result of Items 15 to 30 in the Undergraduate Student Questionnaire – Preferences	57
Table 4.1.1.2. Result of Items 1 to 14 in the Graduate Student Questionnaire .	60
Table 4.1.1.2. Result of Items 15 to 30 in the Graduate Student Questionnaire- Preferences.....	61

LIST OF ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
FLE	Foreign Language Education
PPP	PowerPoint presentation
EMU	Eastern Mediterranean University

Chapter 1

INTRODUCTION

The main purpose of this chapter is to introduce the present study. To this purpose, some background information about the topic of the study is presented. Then, the statement of the research problem and the reasons for choosing this topic of research are explained. Afterward, four research questions and the significance of the study are given. Finally, the definitions of important terms are given.

1.1 Background of the Study

Educational technology is mainly concerned with the use of different technical and technological processes, applications, programs and tools to improve the quality of education in the classrooms (Gömleksiz,2004). “ Recent studies in the area indicate that effective use of educational technology can help education system work better and more effectively” (Jonassen & Reeves, 1996, p.45)

It is agreed that the advancement in the technological processes and applications has enriched English language learning and teaching classrooms by providing the professional guidance for teachers in order to help them in their teaching practices and by offering the students numerous valuable resources which support their learning (Shyamlee & Phil 2012).

It is also believed that “Technology provides so many options making teaching interesting and also making teaching more productive in terms of improvements”

(Shyamlee & Phil, 2012, p.150). According to Shyamlee and Phil (2012), a plenty of effective technological applications such as blogging, chatting, the Internet, PowerPoint Presentation, Facebook and other applications have been recently introduced to English language learning and teaching to facilitate English language teaching and learning.

As a consequence, the advancement in the technological integration has led to different research studies that have aimed to investigate the outcomes that would result from such integration. The results of some studies have proven the positive effect of technology on language learning. For example, the study that was conducted by IITer (2009), which aimed to discover students' perceptions regarding technology in EFL classrooms. The participants of the study were 350 students and the data were collected using questionnaires and interviews and it took place in Akdeniz University Preparatory school. The results showed that the diversity in the use of technological applications played an effective role in boosting students' motivation since they were supported by "web-based" activities which also enabled students to be involved in a plenty of communicative tasks. Also, it was reported that students made use of the different web- based activities and expressed positive perspectives towards using technology in classrooms since they perceived it as essential for their self-development skills.

In another study that was done by Tsai (2015) and which aimed to observe the changes in the classroom environment that might affect teachers' instructional tools, the results showed that using technology affected teachers' instructions. The data were collected through observations, questionnaires, and interviews. The participants

were 10 senior teachers with almost eight years of teaching experience. The results showed that teachers had adopted different teaching styles in their classrooms. Students had chances to correct themselves by searching for the right answers for each task.

In addition, it was reported that using technology played an essential role in changing teachers' common perception about the learning experience of students which usually attributed to the use of certain teaching methods.

However, according to Ismail and Almekhlafi (2010), despite the fact that technology played a positive role in English language teaching and learning and had supported classrooms with new teaching and learning strategies and techniques, still, it was also found that students may not easily cope with changes in their traditional classroom environments which would consequently hold back the wheel of technological integration in the classrooms.

Also, it was found that majority of nondigital native teachers had experienced time span restriction which greatly prevented them from preparing well-technologically supported lessons since preparing such lesson plans need time and effort and places new responsibility upon teachers.

In the light of this idea, Shyamlee and Phil (2012) stated that teachers' role has to be preserved and attention should not be transmitted to the white screen only. According to them, technology is meant to facilitate the lesson, however, it is not to over-dominate the classrooms. The application of visual and audiovisual materials helps to make the class atmosphere more enjoyable but the social communication

between students and teachers plays an essential role in developing students' pronunciation and comprehension since the teacher is engaging them in real classroom practices.

Among the various technological applications which are adopted in English learning is PowerPoint Presentation. According to Alkash and Al-Dersi (2017), Power Point Presentation (PPP) is one of CALL-related software programs. CALL is an approach to English language learning which stands for Computer-Assisted Language Learning (CALL). According to them, CALL had equipped classrooms with a plenty of technical applications, programs, and materials that employ a variety of activities and tasks which stimulate students' logical, critical and active thinking. Alkash and Al-Dersi (2017) believe that PPP fits effectively into different individual EFL / ESL settings by helping both students and teachers in many different ways. PPP has been considered as an easy tool by many teachers it saves time and energy. Moreover, Alkash and Al-Dersi (2017) argue that PPP works as a motivation and comprehension booster which facilitates learning for students with different learning styles.

According to, Özaslan and Maden (2013) "power point makes the content more appealing; therefore, they do take students' attention" (p.42). In addition, It was found that PPP helps ELT students to understand complicated theories regarding micro teaching and simplify the content, "the use of PowerPoint Presentation made class interactive and easy, attracted their attention, made the complex concept easy and motivated them to learn" (Alkash and Al-Dersi, 2013, p.14)

Alongside the positive impact, PPP has been criticized for many reasons. Similarly, according to Alkash and Al-Dersi (2017), the strategies and techniques which are usually used in power point presentations may be very poor which affects students comprehension.

Also, According to Craig and Amernic (2006), PowerPoint Presentation may affect the way by which the students perceive the curriculum so that it is highly advised that teachers, who have limited knowledge about multimedia in general, to improve their skills.

In addition, Norvig (2003) mentions some breakdowns in usage which is usually the result of inappropriate outline design, so, according to him that “makes it harder to have an open exchange between presenter and audience, to convey ideas that do not neatly fit into outline format” (p. 344)

In brief, Technology supports the classrooms of English language since it provides new learning and teaching framework to both teachers and students. However, each context is different so that teachers have to be aware of their students’ needs and they have to be aware of the teaching outcomes. PowerPoint Presentation is one of these technological tools which affected English learning and teaching classrooms both positively and negatively.

1.2 Statement of the Problem

The studies on PowerPoint Presentation use in English language teaching and learning classrooms have revealed many advantages and also disadvantages for both teachers and students. It can be noticed that the effects which were associated with

the use of PowerPoint Presentations in some studies have been perceived equivalently negative in other studies.

As an example of that is the study which was conducted by Alkash and Al-Dersi (2017). According to them the use of PowerPoint was supportive to both EFL teachers and learners since it demanded little effort and since it was seen as an affordable and interesting tool which enable students to communicate effectively while solving tasks.

However, in another study that was done by Bartsch and Cobern (2003), it was found out that PowerPoint presentations had a negative impact on students' comprehension. The students were exposed to different styles and patterns of presentation and the results showed that they responded negatively to the use of PowerPoint Presentation in their classrooms. The students perceived PowerPoint Presentation as an unclear and confusing tool and they stated that they lost their focus and interest in the lesson when PowerPoint Presentation was used.

Beside the contrastive results in perceiving PowerPoint presentation as teaching and learning tool, other studies showed the contrast in perceiving PowerPoint Presentation features such as multimedia aids and audio-visual supports. For example, Corbeil (2007) investigated the effectiveness of inserting certain features while teaching grammar for students and the usage of different font styles, sizes and bullet points in order to help them to learn grammar more easily. The results showed that students were easily able to understand most of the complex grammatical patterns.

However, in another study, Tufte (2003) found out that the excessive such features may harm the content and affect audience comprehension. Similarly, Miltenoff (2003) emphasized on that using such features may expose the students to the huge amount of arranged ideas which may cause a lot of confusion.

It can be concluded that the issue of PowerPoint Presentation has been controversial and debatable. Many studies highlighted and investigated negative side while other studies focused on the positive side of PowerPoint Presentation. It was noticeable that the same features that were considered as effective in some studies, they were also negative in other studies. Therefore, the importance of this study is related to the fact that it has not been conducted in the context of Foreign Language Education (FLE) at Eastern Mediterranean University.

1.3 Purpose of the Study

Based on the previous different perceptions, preferences, and findings regarding the use of PowerPoint Presentations, the overall purpose of this study is to identify the perceptions of the ELT students and instructors on the use of PowerPoint Presentation (PPP) in the Foreign Language Education (FLE) Department at Eastern Mediterranean University (EMU).

More specifically, this study aims to determine whether PPP is considered as a beneficial learning and teaching tool by the students and their instructors. Moreover, the study intends to compare students' perceptions with those of the instructors, as well as to compare the perceptions of undergraduate students with those of the graduate ones.

In addition, the study attempts to draw insights into students' and instructors' preferences regarding PPP, including the use of certain features such as videos, pictures, colors, font types, etc.

1.4 Research Questions

This study attempts to answer the following research questions:

1. What are the ELT students' perceptions of PowerPoint presentation (PPP) use in ELT classrooms?
2. What are the ELT instructors' perceptions of PowerPoint presentation (PPP) use in ELT classrooms?
3. Do the perceptions of Students and Instructors vary?
4. Do the perceptions of graduate and undergraduate vary?

1.5 Significance of the Study

This study is considered significant for many reasons. First, it sheds some light on the perceptions and the preferences which are considered essential in determining the validity of using such teaching tools in ELT classrooms. Consequently, by focusing on those two dimensions the results will help to approach the topic more deeply since it will be based on many evidence to be obtained from both teachers and students (graduate and undergraduate).

Another important significance is that this case study has not been conducted in the same context before. So, it might provide teachers with important findings regarding PowerPoint use in ELT classrooms, especially, for those who use it regularly in their classes.

In addition, the results may help the ELT instructors to become aware of the students' perceptions so they can evaluate their own teaching practices. Consequently, the instructors will have the chance to develop their teaching skills and abandoned other teaching habits which may appear to be ineffective while using PowerPoint Presentation inside their classrooms.

Another important factor is related to the scope of the study. This study will investigate students and instructors perceptions and preferences at the same scale and therefore will help teachers to see the similarities and differences in their views concerning the same topic. It will also help them to address the needs of their students while using PPP in the future.

1.6 Definition of Terms

PPP: According to Fisher (2003) “ PowerPoint is a type of presentation software that allows one to show colored text and images with simple animation and sound.

PowerPoint is just one of many types of presentation software “ (p.3)

1.7 Summary

The main purpose of this chapter was to introduce the study. It provided very general Information about the topic of the study. Then, it presented the statement of the problem and explained the main purpose of this study. Following that, four research questions were presented. After that, it drew insights for the significance of the study. Finally, it provided a definition of PPP. The following chapter will provide a literature review.

Chapter 2

LITERATURE REVIEW

This chapter, first, explains the concept of Educational Technology, then it reviews the history of Educational Technology in English language teaching and learning classrooms and it highlights the situations in which this concept was first integrated into English Language education. After that, it focuses on explaining the topic of PowerPoint Presentation as a technological software by reflecting on the issues and the factors that are associated with the use of PowerPoint software such as the slides and multimedia features.

2.1 Educational Technology

Educational Technology or (ET) is defined as the systematic integration of technological applications in education to achieve intended learning outcomes. (Mulay & Chaudhary, 2006) .Similarly, according to Stošić (2015), Educational Technology is identified as “ a systematic way of conceptualizing the execution and evaluation of the educational process, i. e. learning and teaching and help with the application of modern educational teaching techniques” (p.111)

A number of scholars suggested different realizations for the same concept of ET. For instance, according to Sampath (1984), ET is concerned with the use of technological applications that are only related to the field of media and communication. So, the concept of Educational Technology, in this sense, does not require the use of any other hardware machines more than the use of computers. However, according to Mangal (2009), the concept of Educational Technology is

done through the integration of hardware machines and software usage. “ Educational Technology as a subject has its sole concern with the task of identifying the most suitable, appropriate and developed technology (both hardware and software)”(Mangal, 2009, p.4)

2.2 The Role of Educational Technology in English Language Teaching and Learning

The advancement in the technological software applications happens almost on a daily basis. Therefore, the ignorance of the major impacts of technology in education is no longer acceptable. Instead, there is a huge demand to get rid of the old traditional classroom customs in teaching and learning (Chappelle, 2003).

As technologies embed themselves in everyday discourse and activity, a curious thing happens. The more we look, the more they slip into the background. Despite our attention, we lose sight of the way they shape out daily lives (as cited in Chappelle, 2003,p. 270)

The impact of technology on English language learning has shaped the ways English is taught and learned. To clarify more, according to Warschauer and Meskill (2000), the use of certain teaching methods in English classrooms is greatly associated with the type of the technological tools that should be adopted while teaching in a certain method. For instance, Most of the American teachers who used grammar translation method in their classrooms had substituted the use of blackboards with the use of projectors and computer programs that help their students to practice “drill-and-practice” activities while learning grammar (Warschauer & Meskill, 2000)

On the other hand, during 1970, most of English language classes which followed the audio-lingual method in teaching had relied on the use of certain audio-labs where students were practicing dreaded repetition drills. However, by the emergence

of the communicative method in language teaching which emphasized the importance of authenticity in learning, the technological tools varied accordingly. For example, text – reconstruction software and multimedia – simulation software were used to present students with authentic real life context. Concordance software helped students to search for the most frequently repeated texts using some certain group of words. Also, multimedia simulation software was used to let students exposed to the realistic audio-visual content. (Warschauer and Meskill, 2000)

2.3 Alternative Terms for Educational Technology

There are many terms that could be used alternatively when referring to technology or Educational Technology (ET), such as (ICT) and (CALL). ICT stands for Information and Communication Technology and CALL stands for Computer assisted language Learning (Joshi,2016)

2.3.1 Information and Communication Technology (ICT)

ICT is identified as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources” (Joshi,2016, p.453)

Mullamaa (2010) investigated the positive effects which are associated with the integration of ICT in education, from the perspectives of both students and teachers. The purpose of his study was to indicate how web-based learning could affect students’ motivation and students’ centered learning. In addition, his research aimed to highlight the differences in individual learning styles while using such technology (ICT). The findings revealed how ICT learning had provided students with the ability to build their own knowledge systematically and how they were able to progress their learning easily. In addition, students who received web-based

learning were able to peruse group and pair work activities inside the classrooms more actively.

According to Mullamaa (2010), ICT technological resources enable teachers to employ a verity of tasks in their classrooms such as group work activities. Also ,

Many teachers find that interesting and well-planned tasks, projects, and resources provide a key to harnessing the educational potential of digital resources, Internet communications, and interactive multimedia to engage the interest, interaction, and knowledge construction of young learners (Richards, 2005,p.60)

Another important factor associated with ICT technology is its impact on students motivation and autonomy (Duda, 2005).Despite the positive impacts of ICT, some other researchers like Murray and Barnes (1998) referred to the negative impact of the *wow factor* which is usually associated with the use of such technology. According to Murray and Barnes (1998) *wow factor* is related to “ both extremely positive and extremely negative initial reactions in the user (teacher, learner) towards a software package. This immediate, instinctive evaluation can color the user's opinion of the program as a whole, even on a medium- to long-term basis ” (p. 250)

2.3.2 Computer Assisted Language Learning (CALL)

CALL is a term which stands for Computer Assisted Language Learning. According to Joshi (2016), CALL is another alternative term for educational technology ET. Hubbard (1996) indicated that the concept of CALL was firstly introduced by the means and the processes of Computer Assisted Instruction CAI and it is an approach to English language learning and teaching.

Computer-assisted language learning (CALL) was the expression agreed upon at the 1983 TESOL convention in a meeting of all interested participants. This term is widely used to refer to the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly” (Chapelle, 2001, p. 3).

Hubbard (1996) defines CALL as a package of computer based software programs which offer a plenty of learning and teaching tools for students and teachers such as word processing, CD-ROMs, games, and other electronic materials. Add to this, CALL is an independent methodology which is built upon plenty of organized technological processes in teaching and learning. According to Hubbard (1996), those steps or processes are recognized through the use of computer-based activities. Similarly, Levy (1993), referred to fact that CALL is a methodology of structured procedures for English learning and teaching, however, recently, teachers have expressed their demand for a new framework which defines the concept of CALL more accurately, especially in English language education. Teachers expressed that the new framework of CALL should help students in their future learning. Also, the new framework has to recognize the rapid development of technological applications which may be integrated into language teaching and learning. Therefore, CALL should not only be restricted to the use of meanwhile trendy applications such word processing and CD-ROMs, games etc. Alongside the huge demand for a new framework for CALL in English language teaching and learning, the assessment procedures have to be conducted differently (Hubbard, 1982). According to him, there are already many ways for assessing CALL in classrooms such as the use of checklists.

But the problem is mainly related to the ways by which the assessment proceeds in concordance with the approach which used in teaching. An example of such checklists is Microsoft checklist which was produced by the International Council for Computers in Education. This checklist was only designed for assessing CALL materials in general.

However, English language learning and teaching are different from other types of Language learning. So, instead, Hubbard (1982) suggested three steps evaluation checklist which should be related to the different language approaches such as the behaviorist and acquisition approach. Only, in this case, teachers can be responsible for setting the principles of each approach, their interpretations and the suitable learning strategies which are associated with the use of CALL.

Also, by this way teachers can be able to finish the use of certain software processes and application when they notice that a certain technological tool is not working sufficiently in their classroom environment. (Hubbard, 1982).

Jiang (2008) studied the effectiveness of CALL in classrooms by comparing different classrooms contexts which used CALL with other classrooms which adopted the common traditional teaching and learning methods in teaching. The results of that study showed that CALL should be developed and adapted conveniently to match with the learning environment since it requires certain conditions which are different from the traditional classroom conditions, which follow the traditional teaching rules and standards. It also showed that CALL implementation should take into account learners and teacher needs otherwise it won't achieve its intended goals.

In addition, other similar studies tried to shed the light on the positive aspects of engaging CALL use in classrooms in order to promote teaching and learning at the same time. As an example for that is the study conducted by Liu (2013). The study investigated, in a model of action research, the effective use of CALL technologies which promote learner autonomy by addressing basic problems regarding English learning and teaching. The Action research was carried out through qualitative and quantitative mixed method. The findings revealed that CALL technology plays a great role in promoting both listening and writing skills, and most importantly, it showed how certain teaching approaches can be adopted through technology to teach listening skill by starting from intermediate level to advanced one. According to Sun (2005), the use of Software program, USB technology, and computer networks have exposed teachers to new strategies by which they can incorporate culture and grammar with real language use in the classroom. A Great Number of features such as audio- visual, visual and textual information about the English language was taught through computers. However, Sun's (2005) study aimed to look into students' and teachers' perceptions on the use of technology through observing tenth and twelfth-grade students and their teachers. The findings revealed that CALL was not deployed and integrated essentially and therefore didn't achieve the intended goals and teaching outcomes. This issue put a huge demand on teachers so that they can promote the use of CALL in their classrooms and motivate their students more.

In short, It can be concluded that both ICT and CALL concepts are related to the use of technology in English language teaching and learning by integrating a verity of software programs and tools. CALL is an approach to English language teaching

and learning and ICT is a method related to the use of different technological sources in teaching and learning as well (Joshi,2016).

2.4 Advantages and Disadvantages of Using Technology in English Teaching and Learning Classrooms

There are many advantages and disadvantages of using Technology in English language learning and teaching. For example according to Brown (2003) , the internet as a technological tool provide students with a plenty of electronic resource that could be useful for their learning , however , according to Shyamlee and Phil (2012) students' exposure to such sources might be harmful in the sense that they may be exposed to unauthorized content.

2.4.1 Advantages

Using technology in English classrooms can positively affect both English language teachers and learners at the same time. (McGrail, 2005).

2.4.1.1 Advantages of Using Technology for Students

According to Stepp-Granny(2000) and İşman et (2004), technological applications play a powerful role in boosting students' motivation since they use a verity of web-designed activities which involve the students in a verity of authentic communicative tasks. They stated that students show positive attitudes towards using technology in classrooms since they perceive it as a part of their self-development skills (IITer, 2009)

According to Brown (2003), the internet, for example, supports learners since it provides students with wide range of Professional sites and webs based activities which help them to improve their language. Another advantage of using technology is that “ previous research indicated that computer-mediated language learning can

facilitate communication, reduce anxiety, encourage oral discussion, develop the writing, thinking connection, nurture ” (Yang & Chen, 2007, p. 86). Also, it was proved that online educations are both beneficial and enjoyable for learners (IITer, 2009).

It can be summarized that different researchers proved that technology or Educational Technolgy provides plenty of advantages to both students and teachers since it helps teachers to develop their teaching practices and teaching tools, and it helped students to develop their learning styles and thinking.

2.4.1.2 Advantages of Using Technology for Teachers

Using technology in English language learning does not only affect students’ productivity but also affects teachers’ development since it gives them an opportunity to deal with a verity of interactive technological tools. “ Today's youth are digital natives, with a broader definition of literacy as a collection of contemporary activities involving information and communication technology (ICT), as opposed to the traditional definition as paper and ink texts and writing (McGrail, 2005, p.5).

Similary, Motteram (2013) stated that applying technology in English classrooms is both beneficial for students and teachers. However, bringing technology to classrooms can only be effective when teachers receive good training (Cuban, 2001; Desimone, 2009; Maskit, 2011) emphasized on the fact that teachers should employ technology in their classrooms to enhance their instructional tools and to witness how students develop their learning experience through technology. Kneen (2014) examined the efficient rules that technology play in teachers side. He took

into consideration the pedagogical knowledge of teachers relying on two theories which are Gibson's theory of affordances. This theory acknowledges the opportunities that technology gives to enhance one's comprehension and the "cognitive theory".

The findings of Kneen's (2014) showed how experienced teachers work professionally using whiteboards as an educational tool to design their lessons appropriately. Similarly, in another study which was done by Papayianni (2012), the main purpose was to explore the positive factors of integrating technology in EFL classes in Cyprus. The results of the study showed that both teachers and students showed positive attitudes towards using computer technology in classrooms. However, technology was perceived as a teacher-centered. The reason was that teachers believed that students to be unable to use computers for learning. However, technology integration was seen highly effective but it also was facing some difficulties regarding instruction facilities such as (hardware and software and CALL facilities).

2.4.2 Disadvantages

Despite the numerous advantages of technology in English language teaching and learning, some scholars such as Shyamlee and Phil (2012) have shed the light on the disadvantages of using technology in English teaching and learning classrooms.

2.4.2.1 Disadvantages of Using Technology for Students

Many researchers had emphasized on the ineffective role of technology regarding students learning. For example, Trotman (2000) referred to the negative impact of technology by stating that most of the websites and web-based materials, which are used in teaching English might lack the minimum censorship, so students are

exposed to huge pack of unmonitored information that might be useless or inappropriate and that might be abusive and harmful in most times . Another disadvantage of using technology is that students may not be able to cope with the rapid changes in their classrooms and therefore lose their motivation towards learning English in general since technological devices will introduce them to totally different classroom environment in both instructions and activities (Gulley, 2003). Also, Shyamlee and Phil (2012) reflected on the threat which technology has on students critical thinking.

According to them, students' critical thinking ability could be eventually ignored due to the overexposure to various multimedia arranged patterns and ideas which do not offer a sufficient space for them to analyze and criticize the content. Shyamlee and Phil (2012) also referred to the importance of imagination which might also be affected and marginalized for the sake of abstract thinking that is usually presented through the use of technological applications. Therefore, students will lose and be deprived of both imagination and critical thinking abilities since educational technology will introduce them to pre-arranged content.

2.4.2.2 Disadvantages of Using Technology for Teachers

Some scholars have referred to the negative effects of technology regarding teachers. For instance, Smail and Almekhlafi (2010) stated that integrating technology in classrooms is not an easy process since teachers will be obliged to plan their lessons in a particular time span. Integrating technology in this sense would put a new responsibility upon them due to the fact that lesson preparation for electronic materials, which include web search or online activities, will be different

from other traditional lesson plans preparations (as cited Riasati, Allahyar & Tan, 2012).

Technology based classrooms usually lack the “humanized classroom environment” which is mostly presented by teachers in their classrooms. According to Nguyen (2008) technologically based classrooms ignore the warm atmosphere provided by teachers, who usually share a level of empathy with their students. Another issue that, technology is mostly seen as a threat to teacher role since it represents a reliable source of information to students. Also, according to Gulley (2003), technology becomes harmful when teachers misuse it. According to him, Some teachers are not always prepared to use technology. (Coghlan 2004; Lai & Kritsonis 2006; Schwab & Foa 2001) believed that teachers have to work on themselves to be able to use computers effectively in their classrooms. Gulley (2003) emphasized on the fact that teachers have to carry on positive attitudes towards technology. Also, according to Hodas (1993) teachers should not be reluctant to integrate technology into their classrooms.

Shyamlee and Phil (2012) stated that the application of visual and audiovisual materials help in making the class atmosphere more enjoyable, however, according to them social communication between students and teachers plays an essential role in developing students pronunciation and comprehension since the students will be engaged in an authentic practice.

In short, technology has a lot of disadvantages that could harm students' comprehension if not employed accordingly. Students should be prepared for such

context when technology is being used and teachers should know how to implement and assess different technological programs in their classroom practices.

2.5 Technological tools and applications used in English language learning and teaching

There are various technological tools, processes, and programs that could help teachers in their classroom teaching such as whiteboards, word Processor, the internet, corpus research, blogging, mobile learning, and PowerPoint presentation software.

2.5.1 Whiteboards

Whiteboards are defined as the following

IWB is a touch-sensitive electronic presentation device. Fully-functioning interactive whiteboards usually comprise four components: a computer, a projector, appropriate software and the display panel, which is a large free-standing or wall mounted screen up to 2 meters by 1 meter in size (Schmid, 2006, p. 2).

Al-Saleem (2012) explained the ways by which whiteboards are used in the classrooms and how different features could be employed in this process of teaching. All whiteboards are controlled through active finger touch. Al-Saleem (2012) mentioned that regular whiteboards are different from interactive whiteboards which enable the teacher to print and save files.

An Interactive White Board is a touch-sensitive screen that works in conjunction with a computer and a projector. It is a presentation device that interfaces with a computer. The computer images are displayed on the board by a digital projector, where they can be seen and manipulated (Al-Saleem, 2012, p.128).

A number of studies have investigated the effectiveness of using interactive whiteboards in classrooms. For instance, López (2010) compared the performance and of ELL students who learned English through using interactive whiteboards to

other ELL students who were taught English without the use of white boards. The researcher used quasi-experimental method for collecting data. The research results showed that students who received their learning through IWBs achieved a better learning experience than other students who were taught in a regular classroom environment. In another study, Cutrim (2008) studied the pedagogical implications associated with the use of interactive whiteboards in English teaching classrooms. He Observed two English program classes which are, first, English for Academic Purposes program and Study Skills for International Students program. The data was collected through observation, note taking, semi-structured interviews and through questionnaires. The data showed that students were perceived as active participants in the classes where IWBs was used.

2.5.2 Word Processor

Word processor is a computerized “program” which enables users to edit and proof their writing errors, grammatical and spelling mistakes. it is also considered as the most important computer programs. According to AbuSeileek (2006), there are “ seven major applications for the word processor in writing: formatting, cutting and pasting, insertion and deletion, search, editing up, editing down, and editing across “ (p.2). Also, according to (Engberg, 1983; Rodrigues, 1985; Bernhardt, Wojahn, & Edwards, 1988) word processing software has a great impact on students’ writing skill. AbuSeileek (2006) referred to a number of different educational conditions that should be available when WP is used to teach English writing which is:

- The availability of suitable software and compatible hardware.
- The qualified instructional staff that is able to use the instructional software properly.
- Students with willingness and at least minimal skills in using computers

- A suitable computer-assisted writing syllabus

2.5.3 The Internet

The internet is considered one of the most important technological tools since it helps users to get an access to different information easily and with less effort (Al Musa, 2002). According to Baniabdelrahman (2013), the integration of The internet in education is not regarded as a “privilege”. The integration of The internet and other online technological tools help learners to develop their oral skill since they will be using the language outside their traditional classroom environment.

Students use the Internet outside of the classroom as a text-based means of acquiring information (for example, gathering data about a certain topic, and receiving emails) or as a text-based means of sharing information (for example, sending emails and setting up websites). They will also use the theEnglish classroom for reading, writing, and talking about the texts. (Linder, 2004, p.12).

According to Becker and Ravitz (1999), the internet connectivity provides teachers with effective “ constructive practices”. In his study, which was carried at 153 schools in the USA elementary and secondary schools, the results showed that teachers were more interested in using internet and computer researchers when they started to follow “ constructive practices” in their classroom. It also was reported how using the internet affected their pedagogical beliefs towards teaching in general.

2.5.4 Corpus Reseach

Corpora or corpus reach serve to constitute learners own “ written or spoken production “ (Aijmer, 2009). According to Campoy, Cubillo, Belles-Fortuno, and Gea-Valor, (2010), Corpus research has become more accessible and available than before due to the fact that internet connectivity is now available in most educational

institutions. Add to this, the value of customized corpora tools have provided learners with opportunities to download different text types materials and even to be exposed to different speaker status, grammatical structure and various discourse levels. However, according to Aijmer (2009), some teachers are still reluctant to integrate and offer corpus research in their classrooms due to the fact that some learners and teachers still incapable of accessing and using the Corpora. Many research studies had been conducted to investigate learners use of Corpus. “ICLE project” is one framework research which highlighted the characteristics of learners who use copper and who share a different L1 background. The results showed that learners made less “ morph syntactic error” but they have structural and grammatical mistakes in their corpus research.

2.5.5 Blogging

Blogging or Blogs are used as online journals by both teachers and learners (Vurdien, 2013).

Blogs are easy to construct without the need for understanding HTML, and their appearance and content can be enhanced through the use of pictures, audio and video files. Due to their asynchronous nature, blogs allow people to write and publish their thoughts and views at their own pace without space and time constraints(Vurdien, 2013, p.1).

According to many teachers such as (Throne & Payne, 2005; Bloch, 2007; Ducate & Lomicka, 2008) blogging is an internet application which helps students in their English writing skill (as cited in Arslan & Şahin-Kizil, 2010) Blogging is “ simply defined as user-friendly, free virtual spaces for people to write whatever they want “ (p.183).

According to Dettori, Giannetti, and Persico (2006), web blogs can enhance learner's autonomy" In addition, Sun (2010) stated that blogs provide students with space to write in their own ways and styles and therefore enable them to choose their topic freely, present their writings to huge audience of readers where teachers are not required to be engaged to monitor and assess their writings.

2.5.6 Mobile Learning (M- learning)

M- learning or mobile learning is considered as one of electronic learning tools or e-learning since both concepts are technologically related. However, the use of mobile is different from the use of other technological software. It is characterized to be more "spontaneous, informal, personalized and ubiquitous" (Kukulska-Hulme, 2013 p. 5).

Mobile learning, or m-learning for short, is a new concept and is very closely related to e-learning. Stone (2004) defines m-learning as a 'special type of e-learning, bound by a number of special properties and the capability of devices, bandwidth and other characteristics of the network technologies being used' (Cavus, Ibrahim,2009, p.78).

According to Kukulska-Hulme (2013), mobile learning has many advantages and disadvantages at the same time. Regarding advantages, Mobile learning enables learners to easily access their devices anytime and anywhere unlike other applications such as emails and chat rooms which require internet connection availability. Add to this, mobile learning is different from computer learning that also requires some environmental conditions, however, mobile learning can proceed anywhere.

Despite these advantages, mobile learning is criticized for its design limitations such as the small screen size and the data storage shortage. Add to this some of the mobile

phone devices are not designed for any educational purposes so it is not always possible to use them for teaching or learning.

2.5.7 PowerPoint Software (PPP)

PowerPoint is defined as one of the “Microsoft Office” software packages which are considered as an “effective presentation tool” (Szabo & Hastings, 2000). According to Berk (2011), “there are more than 300 million users (30 million presentations per day) of PowerPoint worldwide” (Lowenthal, 2009, p.25). Jones (2003) stated that PowerPoint Presentation was used in business before being used in education. Mohsenzadeh, Marzban, and Ebrahimi (2015) defined PowerPoint as a type of software presentation which allows the presenter to show a list of “colored texts” and images with simple animation and sounds. Radanov (2008) stated that PowerPoint is one computerized application which uses different functions and actions to help teachers in their lessons (as cited in Benghalem, 2015).

In addition, Oommen (2012) mentioned that PowerPoint presentation is a developed technological tool which benefits the field of education. So, “PowerPoint is now one of the most widely applied software in classroom teaching” (Xingeng & Jianxiang, 2012, p.61). According to James, Burke, and Hutchins (2006), “powerpoint (ppt) is loaded on approximately 400 million computers worldwide, accounts for over 4 million lectures on the Web, and helps generate more than 30 million presentations per day” (p.374).

According to Erol, Hull, Graham, and Lee (2004), PowerPoint presentation is an animation store with many features and functions such as visual, audio, audiovisual. PowerPoint supports Microsoft programs such as Word and Excel. Add to

this, PowerPoint consists of gradually presented slides that could be provided to audience as hard or soft copy of the presentation or before it.

2.5.7.1 Power Point Presentation Multimedia Features

PowerPoint offers a plenty of multimedia actions that help in creating an effective presentation. Those actions are usually called features. Such features are “font size”, “font color”, “sound”, “slides display options”, “graphic” etc (Collins, 2003)

Some unique elements involved in PowerPoint lecturing could be expected to stimulate attention (Lowry, 1999). These elements include color, pacing through line-by-line or concept-by-concept presentation of the information, flexibility for graphical interfacing, a well-thought pre-organisation and easy variation of the size and the type of the fonts (Szabo & Hastings, 2000, p.177).

According to Berk (2011), Integrating Multimedia in powerpoint presentation can be effective. An example of that is employing certain movements, music, and videos to the presentation. Movement effects can increase or decrease students attention. The movements should be systematically choreographed since students can be distracted easily. Moreover, there are four steps for employing movements and transitions that can be applied in a presentation which is related to slide movement, word movement, graphic movement, and letter movement. Another multimedia feature is the music one. According to Levitin (2008), music can have a positive effect when used in a presentation.

2.5.7.2 Powerpoint Presentation Slides

Slides are considered one of the most important features of PowerPoint presentation. Slides are used by both teachers and students as facilitators since they help to demonstrate the information presented by the teachers and students. Slides

can help in transferring the message directly to the audience without engaging the presenter in long dialogues (Berk, 2011).

The PowerPoint technology and slides do not replace you; they are designed to support, facilitate, and augment your message with elements most of you couldn't possibly do by yourself, such as add animation to a diagram, display real-life images, and play a music or video clip to illustrate a concept, as part of a seamless presentation (Seaman, 1998, p.149).

According to Apperson, Laws, and Scepanisky (2008), slides have to explicitly present the content to students. Add to this, the use of any multimedia features should be relevant to the meaning. The content should be arranged systematically. Examples should be illustrated after the main ideas. According to them, providing students with slides has many advantages such as providing them with the content of the lesson and therefore saving the time they waste in writing notes down. Add to this, slides copies can serve as a starting point for developing a comprehensive set of class notes as a review.

2.5.7.3 Advantages and Disadvantages of Using PowerPoint

There are many advantages and disadvantages of using PowerPoint Presentation in English Teaching and Learning classrooms. According to, Bartsch and Cobern (2003), PowerPoint presentation can help students with different learning styles to comprehend the information presented to them. However, Taylor (2012) believed that PowerPoint presentation can not be implemented in all classes since it requires a pedagogical framework.

2.5.7.3.1 Advantages of PowerPoint Presentation (PPP)

According to many scholars, such as (Nouri and Shahid 2005; Corbeil, 2007; Apperson, Laws & Scepanisky, 2008 Lari, 2014), PowerPoint presentation has many advantages to its users when it is applied appropriately. For example, Lari (2014)

emphasized on the fact that PowerPoint Presentation increases students motivation and help them to develop their self-study skills. In addition, according to him Power Point presentation developed student learning abilities and provides teachers with a rich opportunity to use a variety of features while building their lesson presentations. (West, 1997; Cassady, 1998; Susskind & Gurien, 1999) believed that College students prefer when information is displayed by the use of PowerPointPresentation rather than other presentation tools or the casual lecturing styles. Additionally, It was also reported that the level of students' correspondence was exceptionally high when the PowerPoint Presentation was employed in the process of teaching.

In addition, Bartsch and Cobern (2003) considered that PowerPoint presentation helps students who have different learning styles to understand the presentations easily since well – built software enables teachers to display information by using different styles and presentations themes so, lessons can be easily understood by students who vary in their learning styles and intelligences. Similarly, Cashman and Shelly (2000) stated that PowerPoint presentation could help students with different learning styles, personalities, and intelligence. Also, Nouri and Shahid (2005) mentioned that PowerPoint presentation can enhance learner's long term and short term memory. Moreover, Corbeil (2007) argued that PPP software helps in presenting the grammatical texts items in a communicative meaningful way since it offers the presenter with an opportunity to break down the complexity of the grammatical texts by integrating many helpful features such as bullet points and different font sizes which offer an easy teaching way.

Furthermore, Cook (1998) mentioned that PowerPoint enables students to take notes which also seen as an advantage. Alipanahi (2014), stated that PowerPoint presentation offers students with opportunities to build on their vocabulary knowledge. Apart from the number of effective features that are attached to the PowerPoint Presentation software package that helps students to be more engaged in the lesson, according to students, PPP is fun to use and to implement in the classes (Holzl, 1997).

Verity of different studies have confirmed the effectiveness of using PPP in English language teaching and learning classrooms. In their study, Alkash and Al-Dersi (2013) stated that using PowerPoint supports both EFL teachers and learners since requires little effort and since is seen as an affordable and interesting tool which enable students to communicate effectively. According to them, PowerPoint uses a verity of appealing and enjoyable features and functions unlike the old and typical teaching tools such blackboards. This study tried to examine the benefits of Using PowerPoint in EFL classrooms. The data was collected through interviews and observations to 111 students. The results showed that students had positive attitudes towards the content of learning when they were taught via PowerPoint regardless of the language area.

The learners faced many difficulties in understanding the lessons main ideas before implementing powerpoint in the teaching process. In another study, Apperson, Laws, and Scepanisky (2008) examined how the use of Powerpoint can enhance students comprehension as well as help in building up communicative classroom discussions. The data was collected through a survey of 275 psychology student

men and women. The questions were categorized according to student's perceptions and preferences towards PowerPoint Presentation. The survey results showed that most of the students' participants believed that PowerPoint helped in facilitating lessons. However, students emphasized the importance of using bullet points while arranging the main ideas of the lesson.

Also, in his study, Corbeil (2007) examined whether students perceive textbook lecturing as more valuable than using PowerPoint presentation. The study compared the both conditions by observing the classrooms which used traditional textbook lecturing and others which used PowerPoing presentation.

The results showed that students were more interested in the teaching content when PowerPoint presentation was employed. They justified that by stating that ideas of the lesson were easy to understand especially when certain features are used. Also, Mohsenzadeh, Marzban, and Ebrahimi (2015) investigated EFL teachers and students attitudes towards using PowerPoint in classrooms. Tow questionnaires were used in this study. The results showed that both students and teachers had positive attitudes towards using PowerPoint presentations in classrooms. Also, Benghalem, (2015) investigated how PowerPoint can affect to reduce the level of anxiety of EFL students. The population of his study was almost 40 master students. The data was collected through using interviews and questionnaires at the same time. The results showed that the students were less anxious when PowerPoint presentation was used anxious and the teacher was affirmative to use it in their classrooms as one effective ICT tool.

2.6.7.3.2 Disadvantages of PowerPoint Presentation (PPP)

Despite the advantages of PPP in classrooms, there are many disadvantages which are associated with PowerPoint use (Fisher, 2003). According to Fisher (2003), “PowerPoint can be used to teach new ideas and concepts to students. In theory this sounds very good; however, in practice, this can be tricky”(p.5). The disadvantages are mostly related to the misuse of PPP in the classrooms. “ To be effective, PPT must be used properly in EFL classrooms and therefore requires a pedagogical framework” (Taylor, 2012.p.8). Also, Jones (2003) stated that the negative factor of PPP is associated with the amount of ease it gives to its user and to the content being presented. In addition, Shwom and Keller (2003) mentioned that that, PowerPoint software provides little space and freedom so that presenters lack the opportunity to build up their presentations. Along the research studies that support PowerPoint presentation used in classrooms since it represents a reliable tool for teachers, there have been some many articles to “uncover the (i.e. dilemma)” which is linked with the use of PowerPoint presentation (Mohsenzadeh, Marzban, & Ebrahimi, 2015). Bartsch and Cobern (2003) studied the positive and negative factors which are linked to the use of PowerPoint presentation in English teaching and learning classrooms. Students were exposed to different styles of PowerPoint presentations. The results showed that students responded negatively when texts were attached to pictures which don't relate to the content of the study. In another study. Tufte (2003) argued that the excessive use of PowerPoint features could harm the content and affect audience comprehension, however, according to Mohsenzadeh, Marzban, and Ebrahimi (2015), attitudes of EFL Learners and n students usually lose their concentration on the lessons presented in PowerPoint and therefore they don't understand the lesson correctly. Also, Miltenoff and Rodgers (2003) states that PowerPoint Presentation allows teachers to present a huge amount

of information and therefore confuse their students who may lose their attention and interest in the presented lesson.

In brief, PowerPoint Presentation is recognized as an effective tool in English Language classrooms since it offers the teachers with a package of features that can help them to structure their lessons effectively, however, using such technological tool should be implemented carefully since every classroom is different from the other.

2.6.7.4 Effective PowerPoint Presentation Characteristics

Some research studies have shown some preferable features that should be adopted in the PowerPoint presentation and others that should be ignored. Some characteristic of an effective PPP can be summarized as follows:

- Irrelevant pictures accompanying the text and sound effects decrease learning (Bartsch & Cobern, 2003).
- 2D graphs are preferable to 3D graphs for clarity and comprehension.

Also, according to Holzl (1997), teachers have to embrace the least technological capacity in their classrooms despite the difficulties that some of them may face lacking computer skills. He proposed three stages for building an effective presentation and emphasized on three elements that should be implemented ahead from creating a PowerPoint Presentation which is “determining the content, PowerPoint features and reviewing the presentation”.(p.5).

2.7 Summary

The aim of this chapter was to highlight the different terms, concepts, and definitions which are associated with the use of technology in English language

teaching and learning classrooms. It also meant to reflect on the various research studies which were conducted in the field of technology in ELT. This chapter presented the various technological tools that are usually used in English Language teaching and learning classrooms such as word processor, mobile learning and finally PowerPoint Presentation which is the main focus of this case study.

It can be stated the PowerPoint presentation as a technological tool itself has been perceived as a very helpful, and at the same time, a very debatable and controversial issue since it offered both teachers and learners with an opportunity to develop English language teaching and learning in certain contexts, while, on the other hand, it provided negative changes to the teaching and learning practices by breaking the traditional classrooms roles. The following chapter will focus on the research method which as adopted in this study.

Chapter 3

METHOD

The purpose of this chapter is to explain the research method which was employed in the study. For this purpose, it first gives information about the overall research design. It then provides information about the context of the study. After that, it lists the research questions. Then, it describes the profile of the participants. Afterward, it explains the instruments that were used to collect data by explaining the procedures that were followed in the data. And finally, it explains how the data were analyzed.

3.1 Overall Research Design

The study used mixed- methods approach to collect the data. According to Strauss and Corbin (1990), the qualitative research is a type of research which is not based on any statistical information but rather it is mainly concerned with recording social behaviors and attitudes of people towards various conditions.

Some researchers tend to undertake a quantification processes regarding the qualitative data which does not always reflect the purpose of the qualitative research. Generally speaking, the main purpose of any qualitative research is to avoid any statistical interpretation of any qualitative data.

On the other hand, the quantitative research method supports numeric and statistical records for data collection by which a mathematical model is applied for analyzing the data (Leedy & Ormrod, 2001). According to Leedy and Ormrod (2001), there are

three main types of quantitative research design which are descriptive, experimental and causal-comparative. Also, Tashakkori and Creswell (2007) states that the quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data” (p. 18).

Quantitative research is, as the term suggests, concerned with the collection and analysis of data in the numeric form. It tends to emphasize relatively large-scale and representative sets of data, and is often, falsely in our view, presented or perceived as being about the gathering of 'facts'. (Blaxter, Hughes & Tight, 1996, p. 61).

In their attempt to identify the framework of the mixed-methods approach, Greene, Caracelli, and Graham (1989) referred to the fact that the mixed method design is identified by combining minimum one quantitative method and one qualitative method. Many “investigators emphasized that quantitative and qualitative methods can be mixed, such as in collecting qualitative data before quantitative data where variables are unknown, or by using qualitative methods to expand quantitative results to advance study aims” (Creswell, Fetters, & Ivankova, 2004, p.33).

According to Teddlie and Tashakkori (2003), the mixed-methods approach is identified as the one which applies the principles of both qualitative and quantitative research, data collection, and analysis.

This study in which both qualitative and quantitative research methods were used is also a case study. Case studies are those are conducted for the sake of investigating one single context in order to look into the different outcomes in the light of certain conditions (Stake, 1995). According to him, a case study is described as an empirical research which answers questions of how and why in relation to certain context.

Thus, the design of this study is a case study which employs mixed method approach. This study is a case study since it is a type of empirical research which investigates one issue in the light of certain conditions by obtaining both qualitative and quantitative data.

3.2 The Context

The study was conducted in the classrooms of the Foreign Language Education (FLE) Department at Eastern Mediterranean University (EMU) during the spring semester of the academic year 2016-2017.

The Eastern Mediterranean University (EMU; Turkish: Doğu Akdeniz Üniversitesi), located in Northern Cyprus, within the city of Famagusta. The university has 141 programs (11 Faculties and 5 Schools) offering undergraduate and postgraduate degrees, as well as a research infrastructure.

The (FLE) Department offers different programs of study. Undergraduate program leading to Bachelor of Arts (B.A.) degree in ELT, graduate programs leading to Master of Arts (M.A.) degree in ELT and graduate program leading to a Ph.D. degree in ELT.

3.3 Research Question

This study attempts to answer the following research questions:

1. What are the ELT students' perceptions of PowerPoint presentation (PPP) use in ELT classrooms?
2. What are the ELT instructors' perceptions of PowerPoint presentation (PPP) use in ELT classrooms?
3. Do the perceptions of the students and instructors vary?

4. Do the perceptions of the graduate and undergraduate vary?

3.4 Participants

The participants of this study included the students (graduate, undergraduate) and the instructors of the Department of Foreign Language Education (FLE) at Eastern Mediterranean University (EMU). The overall population of the study included 108 students (80 participants from the undergraduate level and 28 participants from the graduate level) and 10 instructors.

3.4.1 Undergraduate Students

The total number of the undergraduate students who participated in this study is 80, (50 females and 25 males). The students were from different years of study. More specifically, 22 students were from the first year, 20 students from the second year, 21 were from the third level and 17 were from the fourth level. Their age was between 18 and 35. The students had different native languages and nationalities. Thirty-one students were native speakers of Turkish, 20 were native speakers of English, 19 were bilingual (Turkish and English) and 10 students were native speakers of other languages such as Russian, Persian, Arabic, etc. The data show that there were 44 Turkish students, 17 Turkish Cypriot students and 18 students from other nationalities.

3.4.2 Graduate Students

In total, 28 (19 MA – 9 Ph.D.) students from the graduate level participated in the study (16 females and 11 males). Their ages ranged between 23-25. The data show that 21 students were between 25-30 and six students were between 30-35. The data showed that 14 students had native languages other than Turkish and English such as Arabic, Russian, Kurdish, etc. However, eight students had Turkish as their native

language and two students had English as their native language and three students reported to be bilingual who had English and Turkish as their native language. The data also show that nine students were Turkish, two were Turkish Cypriot, and 14 had different nationalities, two were English and one missing case.

3.4.3 Instructors

The second group of participants was 10 instructors (6 females and 4 males) from the (FLE) Department. They had teaching experience ranging from 20 to 40 years in different contexts. Nine instructors had Turkish as their first language and one instructor had Azeri as his first language. Also, one instructor was bilingual and had Russian and Azeri as his first language.

3.5 Data Collection Instruments

The data were collected by using student and instructor questionnaire and interviews. The questionnaire was adapted from Apperson and Scepanisky (2006), Oommen, (2012) and Abdellatif (2015). The adaptation process was done by revising and selecting the most appropriate items and rewriting them in a different way so that they can fit in the context of the study and better stands to represent the research questions. The selection was done on the closed items only by organizing the most common patterns and rewriting them.

The interview questions were structured for the purpose of gaining clear in-depth data regarding the ideas of the participants. The interviews consisted of seven questions for instructors and ten questions for students. The questions were formulated by the researcher after reviewing the literature and by considering the topic of the study and its research questions.

3.5.1 Student Questionnaire

The student questionnaire (see Appendix A) was divided into three main parts which are the background information, the closed items, and the open-ended items. The first part was the background information and it aimed to obtain information about the students' nationality, native language, age, class, and gender. The second part contained 30 closed items designed in the form of a five-point Likert scale (Strongly Agree 5, Agree 4, Unsure 3, Disagree 2, and Strongly Disagree 1). The aim of this part was to find out about the students' answers regarding the perceptions and the preferences of PPP. In the third part, three open-ended questions were provided for the purpose of gaining detailed information about the perceptions and the preferences of the students.

The questionnaire was obtained to have reliability at Cronbach's Alpha 0.7. Besides the reliability check, the questionnaire was reviewed by two expert instructors from the department. The two instructors were asked to provide feedback on the questionnaire items. After that, few modifications were addressed on the questionnaire items and the general format. In addition to that, a piloting procedure took place by asking six students from the FLE Department to respond to the questionnaire and report any misunderstandings and vagueness that might have encountered while responding to the questionnaire items. As a result, the only couple of words were modified and replaced with new simplified ones based on their feedback.

3.5.2 Instructor Questionnaire

Instructor questionnaire was parallel to the student questionnaire. It was different in terms of only language and wording (see Appendix B). Instructor questionnaire was

divided into three main parts which are the background information, the closed items, and the open-ended items. The first part was the background information and it aimed to obtain information about the instructors' nationality, native language, age, class and years of teaching experience. The second part contained 30 closed items designed in the form of a five-point Likert scale (Strongly Agree 5, Agree 4, Unsure 3, Disagree 2, and Strongly Disagree 1). The aim of this part was to find out about the instructors' answers regarding the perceptions and the preferences of PPP. In the third part, three open-ended questions were provided for the purpose of gaining detailed information about the perceptions and the preferences of the students.

3.5.3 Student Interviews

Student interviews (see Appendix C) included ten questions. These ten questions were formulated by the researcher. The questions aimed to receive in-depth insights about students' perceptions and preferences regarding the use of PPP in the classes. The aim of the first two questions was to know about students' perceptions regarding PowerPoint presentation use and to find out whether they think it affects learning or not. The aim of the third question was to see if the students think that PowerPoint presentation makes the students dependent. In addition, the purpose of the fourth question was to elicit students' answers regarding the negative and positive effects of PPP. Afterward, the fifth question asked students to list some characteristics of an effective PPP. The sixth and the seventh questions aimed to report students' perceptions regarding the use of the slides. Then, the following eighth, ninth and tenth questions aimed to find out about the patterns, styles, and presentation outlines that students' use in structuring their PowerPoint presentations.

3.5.4 Instructor Interviews

Instructor interviews (see Appendix D) were seven questions and were formulated by the researcher. The aim of the questions, same as students' questions, was to get a deep understanding of instructors' perceptions regarding PPP in the classrooms. The aim of the first two questions was to find out whether the instructors use PowerPoint presentation in their classes or not and if they think it affects students' learning. Then, the aim of the third question was to see if the instructors consider that using PPP makes students depended. The purpose of the fourth and fifth question was to report instructors' opinions regarding the positive and negative effects of PPPs and to elicits their answers regarding the characteristics of an effective PowerPoint presentation. After that, the sixth question asked instructors whether they would provide the students with the slides or not. Finally, the aim of the seventh question was to let the instructors describe the main features and of their PowerPoint presentations.

3.6 Data Collection Procedures

After receiving the intended permission from the head of the (FLE) department and the Ethical Committee, the data were collected in the duration of one month. The researcher followed some required steps. First, the researcher got the permission acceptance from FLE instructors so that she would attend their classes and administered questionnaires. Before distributing the questionnaire to the students, the researcher informed the students that their personal information would be kept confidential and used for the purpose of the research only.

During each session, the researcher asked the students to read the questionnaire carefully and to respond to all items. Administering the questionnaire took about 24

minutes each session and after that number of the students were asked to volunteer to participate in an interview with the researcher after the class time or any agreed upon time. Same as the students, the instructors were also kindly requested to participate in the research by first sending them an email and by getting appointments with them.

Some instructors responded to the questionnaire and interviews at the same time, others had the interviews and then returned the questionnaires a few days after and two instructors responded to the questionnaires and were not able to respond to the interviews.

3.7 Data Analysis

Since the study followed the mixed-methods approach, two types of data were analyzed which is the quantitative and the qualitative data. The quantitative data were analyzed by the means of SPSS program.

The quantitative data were analyzed by, frequencies, and mean score for each item of each item for student and instructor questionnaire (see Flick, 2003). The qualitative data collected from student and instructor interviews and open-ended questions were transcribed, coded and then analyzed by defining the most common patterns among the data, categorizing it and then analyzing it.

3.8 Summary

The main purpose of this chapter was to present the general overall research design of the current study. Then, it presented the context of the study which took place in Eastern Mediterranean University; Cyprus-Famagusta. After that, it gave full information about the participants of this study which are ELT graduate and undergraduate students and the instructors at the Department of Foreign Language

Education (FLE). Next, it explained the data collections instruments which are mainly the questionnaires and interviews. After that, it explained how the data were collected and then analyzed. In the next chapter, the results of the study will be presented.

Chapter 4

RESULTS

This chapter presents the results obtained from student and instructor questionnaire and interviews. The results show ELT students' and instructors' perceptions towards PPP use in ELT classrooms.

4.1 Results of the Student Questionnaire

Overall, 108 students (80 graduate and 28 undergraduate) responded to the student questionnaire. The results of the student questionnaire are presented under the sub-heading below.

4.1.1 Results of the Closed Items

The students responded to 30 closed item. The results for these 30 items were categorized into two sections. The first section included the items 1 to 14. Those items were concerned with statements that reflect the perceptions of PowerPoint Presentation use in ELT classes. The second part included the items from 15 to 30. Those items were mainly concerned with the preferences of the students regarding PowerPoint presentation use in ELT classes.

Table 4.1.1. Results of Items 1 to 14 in the Students Questionnaire – Perceptions.

Items.	SA	A	NS	D	SD	M	S.D
1-The lesson is more interesting with PPP.	33.3	54.9	10.8	1.0	0.0	4.20	0.66
2-It is easier for students to follow the lesson with PPP.	43.1	45.1	9.8	2.0	1.0	4.29	0.72

Items.	SA	A	NS	D	SD	M	S.D
3-PPP stimulates students' thinking.	13.7	50.0	33.3	2.9	1.0	3.74	0.72
4-PPP helps instructors to use class time efficiently.	36.3	46.1	13.7	2.9	1.0	4.13	0.83
5-PPP helps students to take notes during the lesson.	47.1	32.4	13.7	5.9	1.0	4.18	0.95
6-Students feel motivated when the instructor uses PPP	20.6	37.3	33.3	8.8	4.0	3.69	0.89
7-Students participate in the lesson more when PPP is used.	17.6	28.4	36.3	16.7	1.0	3.45	1.00
8-Students interact more with the instructor when PPP is used	15.7	41.2	30.4	10.8	2.0	3.57	0.94
9-PPP helps students to improve their Listening skills	18.6	28.4	30.4	18.6	3.9	3.39	1.10
10-PPP helps students to improve their writing skills.	9.8	26.5	37.3	21.6	4.9	3.14	1.02
11- PPP helps students to improve their vocabulary.	19.6	30.4	34.3	12.7	2.9	3.50	1.04
12-PPP helps students to improve their speaking skills.	9.8	20.6	36.3	28.4	4.9	3.01	1.04
13-PPP helps students to improve their grammar.	11.8	26.5	40.2	20.6	1.0	3.27	0.95
14-PPP helps students to concentrate on the lesson better.	29.4	52.9	10.8	5.9	1.0	4.03	0.85

Note- SA: strongly agree, A: agree, NS : not sure, D: disagree, SD:strongly disagree

The items from 1 to 14 in the student questionnaire represent the perceptions which are associated with the use PowerPoint presentation in ELT classes. Students' (graduate, undergraduate) responses varied accordingly concerning each item.

The results for items 1, 2, 3, 4, 5, 8, 12 revealed that most of the students (graduate, undergraduate) considered PowerPoint presentation as a helpful tool to use in ELT classes. The data showed that according to them, PowerPoint presentation enables them to be interested in the lesson more, to follow the lesson, think efficiently, interact with the instructor, write down notes and to improve their speaking skills.

Also, the students (graduate, undergraduate) viewed PowerPoint presentation works as an effective tool for the instructors since it gives them an opportunity to make use of the class time effectively. To clarify more, for item 1 (*lesson is more interesting when PowerPoint Presentation is used*), the data showed that 54.9 % of the students chose "agree", while only 1.0% selected "disagree".

In addition to this, 33.3% students chose "Strongly agree", for item number 2 (*it is easier for students to follow the lesson with PowerPoint Presentation*) 45.1% of the students chose "agree" and 43.1% of the students chose "strongly agree" while only 2.0 % chose "disagree".

Also, concerning item 3, (*PowerPoint Presentation in the classrooms stimulates student's thinking*), 50.0 % of the students chose "agree" while only 2.9% chose "disagree". And, similarly, for item number 4, (*PowerPoint Presentation helps instructors to use class time efficiently*), 46.1 % of the students chose "agree" while also only 2.9% chose "disagree".

Moreover, 47.1% students chose “*strongly agree*”, concerning item 5, (*PowerPoint Presentation helps students to take notes during the lesson*) but 13.7% of the students chose “*not sure*”.

The results for item 6 and 7 showed that the students (graduate, undergraduate) believed that PowerPoint Presentation affects students’ motivation, however, they didn’t believe that students can take part in the lesson when it is employed. Students also believed that PowerPoint presentation enables students to interact with their instructors. To explain more, for item 6, (*students feel motivated when the instructor uses PowerPoint Presentation*) 37.3 % of the students (graduate, undergraduate) chose “*agree*” while, almost 33.3 % of them chose “*not sure*”.

However, for item 7, (*Students participate in the lesson more when PPP is used*), 36.3 % of the chosen “*not sure*” and only 28.4 chose “*agree*”. In addition, 41.2 % of the students chose “*agree*” for item number 8 (*Students interact more with the instructor when PPP is used*) while only 30, 4 % of the students chose “*not sure*”.

In items 9, 10, 11, 12 and 13, the students were not sure if PowerPoint presentation could help them to improve their speaking, listening, writing, vocabulary and grammar learning. To clarify more 30.4 of the students (graduate, undergraduate) chose “*not sure*” for item 9, (*PowerPoint Presentation helps students to improve their listening skills*).

In addition, for Item 10, (*PowerPoint Presentation helps students to improve their writing skills*), 37.3% of the students (graduate, undergraduate) selected “*not sure*” while only 26.5% of the students chose “*agree*”.

Concerning item 11, (*PowerPoint Presentation helps students to improve their vocabulary*), 34.3% of the students (graduate, undergraduate) chose “*not sure*” while 30.4% of the students selected “*agree*”.

Also, 36.3% of the students chose “*not sure*” for item 12 (*PowerPoint Presentation helps students to improve their speaking skills*), only 20.6% of the students chose “*agree*”. In addition, for item 13 (*PowerPoint Presentation helps students to improve their grammar*), 40.2% of the students chose “*not sure*”, while only 26.5% of the students chose “*agree*”.

However, for item 14, the students believed that PPP helps the student to focus on the material presented to them. So, for item number 14 (*PowerPoint Presentation helps students to concentrate on the lesson better*) 52.9 % of the students chose “*agree*” and only 10.8 % of them selected “*not sure*”.

Table 4.1.1. Results of items 15 to 30 in the Students Questionnaire – Preferences.

Items.	SA	A	NS	D	SD	M	S.D
15-Students prefer the lesson with PPP to the one without it.	20.6	45.1	27.5	5.9	1.0	3.78	0.87
16-Students find it helpful when instructors use PPP slides as discussion points for lectures.	39.2	49.0	8.8	2.9	1.9	4.24	0.73
17-Students find visual elements such as pictures, charts, graphics, etc. helpful in the PPP.	64.7	31.4	3.9	1.0	2.0	4.60	0.56

Items.	SA	A	NS	D	SD	M	S.D
18- Students prefer it when instructors put key terms and definitions completely written out on PPP slides.	39.2	42.2	13.7	4.9	0.0	4.15	0.84
19-Students prefer when the lights are turned on (a bright room) during PPP.	11.8	17.6	23.5	34.3	12.7	2.81	0.21
20-Instructors should provide PPP slides electronically for students by email or social network (e.g. Facebook, Viber, etc.).	48.0	43.1	5.9	2.9	2.0	4.36	0.72
21-Instructors should provide PPP slides printed as a hard copy.	40.2	32.4	15.7	9.8	2.0	3.99	1.06
22 -Instructors should be careful not to put too much text on each slide.	66.7	22.5	8.8	2.0	2.0	4.53	0.74
23-Students find it boring when instructors say the same things on the PPP slides.	51.0	27.5	8.8	8.8	2.9	4.15	1.10
24 -When the students have a copy of the presentation, they are less likely to attend the class.	14.7	31.4	21.6	29.4	2.9	3.25	1.12
25- Students like it when the instructor uses the audio material in PPP.	39.2	40.2	16.7	3.9	2.0	4.14	0.83

Items.	SA	A	NS	D	SD	M	S.D
26- Students find it easy to understand when information is shown sentence by sentence on the slides rather than all at once.	37.3	43.1	11.8	6.9	1.0	4.08	0.92
27-Students prefer decorative backgrounds in PPP.	17.6	30.4	31.4	12.7	6.9	3.39	1.13
28-Students prefer light-colored backgrounds.	25.5	36.3	24.5	10.8	2.9	3.70	1.05
29-Students prefer when the lights are turned off (a dim room) during PPP.	30.4	43.1	18.6	6.9	1.0	3.95	0.92
30 -Students find it easy to follow the class when they have a copy of PPP slides.	36.3	38.2	18.6	5.9	2.9	4.05	0.89

Note- SA: strongly agree, A: agree, NS : not sure, D: disagree, SD:strongly disagree

The items from 15 to 30 are concerned with students' preferences towards the use of PowerPoint presentation in ELT classes. Items 15, 16, 17, 18, showed that students (graduate, undergraduate) preferred the lesson to be given with PowerPoint presentation and considered the audiovisual materials as effective features when employed in the PowerPoint Presentation. Furthermore, they also agreed that slides can help in raising the interaction during the lesson and that students (graduate, undergraduate) favor the key terms to be shown on the slides.

The data showed that 45.1 % of the students chose “agree” for item 15 (*Students prefer the lesson with PowerPoint Presentation to the one without it*) while only 27.5 % of the students chose “not sure”. Also, 20.6 % chose “strongly agree”.

Similarly, concerning item 16, (*students find it helpful when instructors use PowerPoint Presentation slides as discussion points for lectures*), 49.0% of the students (graduate, undergraduate) selected “agree” while only 2.9 % chose “not sure”. In addition, 39.2 % chose “strongly agree”.

Similarly, 64.7 % of the students chose “strongly agree” for item 17 (*students find visual elements such pictures, charts, graphics etc. helpful in PowerPoint Presentation*) while only 3.9 % of the students selected “not sure”. Furthermore, 31.4 % chose “agree”.

Additionally, for item 18 (*students prefer it when instructors put key terms and definitions completely written out on PowerPoint Presentation slides*), 42.2 % of the students chose “agree” and 39.2 % chose “strongly agree”. Also, 31.7 % chose “not sure”.

Also, for item 19 (*students prefer when the lights are turned on (a bright room) during PowerPoint Presentation*), most students (graduate, undergraduate) preferred lights to be turned off during the presentation.

The data for item number 19 showed that 34.3% of the students chose “disagree” while closely 23.5% of the students chose “not sure”. Also, 17.6 % chose “agree”. In addition, 11.8 chose “strongly agree”.

Students also preferred when instructors provided them with the slides via social network, so, for item number 20 (*Instructors should provide PowerPoint slides electronically for students by email or social network (e.g Facebook, Viber, etc. =M4.36)*), 48.0 % students chose “strongly agree” while only 2.9 % selected “disagree”. In addition, 43.1 % chose “agree”.

Similarly, the students preferred it when the instructors provided them with slides as a hard copy as well, so for item 21(*instructors should provide PowerPoint Presentation slides printed as a hard copy*), 40.2 % of the students chose “strongly agree” while only 15.7 % of them chose “not sure”. In addition, 32.4 % chose “agree”.

Also, the data showed that students preferred slides to have less content. Concerning item 22, (*instructors should be careful not to put too much text on search slide*) 66.7% of the students chose “strongly agree” while only 8.8 % students selected “not sure”. Furthermore, 27.5 % chose “agree”. In addition, 51.0 % of the students chose “strongly agree”, for item 23, (*students find it boring when instructors say the same things on the PowerPoint Presentation*) while only 8.8% chose “not sure”.

Also, students agreed that they are less likely to attend the class when the slides are given to them. So, for item number 24, (*when the students have a copy of the presentation, they are less likely to attend the class*) 31.4 % of the students chose “agree” while closely 29.4 selected “disagree”.

The data for item 25 showed that all students preferred the use of PowerPoint presentation when features such as pictures and videos are displayed on it. To clarify more, concerning item 25 (*students like it when the instructor uses the audio material in PowerPoint Presentation*), 40.2 % of the students chose “agree” while 16.7 % chose “not sure”.

Also, 43.1 % of the students chose “agree” For item 26, (*students find it easy to understand when information is shown sentence by sentence on the slides rather than all at once*). In addition, 37.3 % chose “strongly agree”.

The majority of students preferred decorative background. So, 30.4 % of the students chose “agree” for item 27, (*students prefer decorative backgrounds in PowerPoint Presentation*) while only 31.4% of them were “not sure”. Furthermore, 30.4 % chose “agree” and 12.7 % chose “disagree”.

Also, concerning item 28 (*students prefer light-colored backgrounds*) 36.3 % of the students chose “agree” while 24.5 % of them chose “not sure”. In addition, 25.5 % chose “strongly agree” while 10.8% chose “disagree”.

In addition, concerning item 29 (*student agreed on the fact that students prefer when the lights are turned off (a dim room)*) 43.1% of the students chose “agree” while only 18.6 % selected “not sure”. Furthermore, 30.4 % chose “strongly agree” and 18.6 % chose “not sure”.

The data for item 30 showed that students found it easy to follow the lesson when they are provided with the slides. So, 38.2% percent of

the students chose “agree” for item 30 (*students find it easy to follow the class when they have a copy of the PowerPoint Presentation*) while only 18.6 % of them chose “not sure”. In addition, 36.3% chose “strongly agree”.

4.1.1.1 Results of the Undergraduate Student Questionnaire

The following two tables show the undergraduate students’ responses to the closed items. Items 1 to14 represent the perceptions and items from 15 to 30 represent the preferences.

Table 4.1.1.1. Result of Items 1 to 14 in the Undergraduate Student Questionnaire – Perceptions.

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
1-The lesson is more interesting with PPP.	33.3	51.3	14.1	1.3	0.0	4.16	0.71
2-It is easier for students to follow the lesson with PPP.	46.2	39.7	11.5	2.6	2.0	4.29	0.77
3-PPP stimulates students’ thinking.	12.8	50.0	34.6	2.6	0.0	3.73	0.71
4-PPP helps instructors to use class time efficiently.	38.5	41.0	15.4	3.8	0.0	4.11	0.89
5-PPP helps students to take notes during the lesson.	47.4	30.8	14.1	6.4	1.3	4.16	0.98
6-Students feel motivated when the instructor uses PPP.	23.1	37.2	32.1	7.7	0.0	3.75	0.90
7-Students participate in the lesson more when PPP is used.	17.9	30.8	32.1	17.9	1.3	3.46	1.02

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
8-Students interact more with the instructor when PPP is used.	15.4	44.9	25.6	11.5	2.6	3.58	0.97
9-PPP helps students to improve their Listening skills.	17.9	25.6	30.8	20.5	5.1	3.30	1.14
10-PPP helps students to improve their writing skills.	7.7	26.9	37.2	23.1	5.1	3.08	1.00
11- PPP helps students to improve their vocabulary.	16.7	33.3	30.8	15.4	3.8	3.43	1.06
12-PPP helps students to improve their speaking skills.	10.3	17.9	35.9	29.5	6.4	2.96	1.07
13-PPP helps students to improve their grammar.	9.0	29.5	38.5	21.8	1.3	3.23	0.93
14-PPP helps students to concentrate on the lesson better.	33.3	51.3	9.0	5.1	1.3	4.10	0.86

Table 4.1.1.1. Result of Items 15 to 30 in the Undergraduate Student Questionnaire – Preferences.

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
15-Students prefer the lesson with PPP to the one without it.	24.4	39.7	28.2	6.4	1.3	3.79	0.93
16-Students find it helpful when instructors use PPP slides as discussion points for lectures.	39.7	47.4	10.3	2.6	0.0	4.24	0.74

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
17-Students find visual elements such as pictures, charts, graphics, etc. helpful in the PPP.	61.5	35.9	2.6	0.0	2.2	4.58	0.54
18- Students prefer it when instructors put key terms and definitions completely written out on PPP slides.	41.0	39.7	12.8	6.4	0.0	4.15	0.88
19-Students prefer when the lights are turned on (a bright room) during PPP.	12.8	15.4	21.8	35.9	14.1	2.76	1.24
20- Instructors should provide PPP slides electronically for students by email or social Network (e.g. Facebook, Viber, etc.).	48.7	42.3	6.4	2.6	1.3	4.37	0.72
21-Instructors should provide PPP slides printed as a hard copy.	47.4	32.1	11.5	6.4	2.6	4.15	1.03
22 -Instructors should be careful not to put too much text on each slide.	64.1	25.6	7.7	2.6		4.51	0.75
23-Students find it boring when instructors say the same things on the PPP slides	52.6	23.1	7.7	11.5	3.8	4.10	1.19

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
24 -When the students have a copy of the presentation, they are less likely to attend the class.	15.4	33.3	21.8	25.6	3.8	3.30	1.13
25- Students like it when the instructor uses the audio material in PPP.	41.0	38.5	15.4	5.1	0.0	4.15	0.86
26- Students find it easy to understand when information is shown sentence by sentence on the slides rather at once.	42.3	41.0	7.7	7.7	1.3	4.15	0.95
27-Students prefer decorative backgrounds in PPP.	23.1	25.6	29.9	13.0	7.8	3.44	1.20
28-Students prefer light-colored backgrounds.	34.6	30.8	24.4	6.4	3.8	3.82	1.06
29-Students prefer when the lights are turned off (a dim room) during PPP.	32.1	44.9	17.9	3.8	1.3	4.02	0.88
30 -Students find it easy to follow the class when they have a copy of PPP slides.	42.3	39.7	12.8	3.8	1.3	4.22	0.82

Note- SA: strongly agree, A: agree, NS : not sure, D: disagree, SD:strongly disagree

4.1.1.2 Results of Graduate Student Questionnaire

The following two tables represent the graduate student responses to the closed items. Items from 1 to 14 represent the perceptions and items from 15 to 30 represent the preferences.

Table 4.1.1.2. Result of Items 1 to 14 in the Graduate Student Questionnaire

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
1-The lesson is more interesting with PPP.	33.3	66.7	0.0	0.0	0.0	4.33	0.48
2-It is easier for students to follow the lesson with PPP.	33.3	62.5	4.2	0.0	0.0	4.29	0.55
3-PPP stimulates students' thinking.	16.7	50.0	29.2	4.2	0.0	3.79	0.77
4-PPP helps instructors to use class time efficiently.	29.2	62.5	8.3	0.0	0.0	4.20	0.58
5-PPP helps students to take notes during the lesson.	45.8	37.5	12.5	4.2	0.0	4.25	0.84
6-Students feel motivated when the instructor uses PPP.	12.5	37.5	37.5	12.5	0.0	3.50	0.88
7-Students participate in the lesson more when PPP is used.	16.7	20.8	50.0	12.5	0.0	3.41	0.92
8-Students interact more with the instructor when PPP is used.	16.7	29.2	45.8	8.3	0.0	3.54	0.88
9-PPP helps students to improve their Listening skills.	20.8	37.5	29.2	12.5	0.0	3.66	0.96

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
10-PPP helps students to improve their writing skills.	16.7	25.0	37.5	16.7	4.2	3.33	1.09
12-PPP helps students to improve their speaking skills.	8.3	29.2	37.5	25.0	0.0	3.20	0.93
13-PPP helps students to improve their grammar.	20.8	16.7	45.8	16.7	0.0	3.41	1.01
14-PPP helps students to concentrate on the lesson better.	16.7	58.3	16.7	8.3	0.0	3.83	0.81

Table 4.1.1.2. Result of Items 15 to 30 in the Graduate Student Questionnaire-Preferences

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
15-Students prefer the lesson with PPP to the one without it.	8.3	62.5	25.0	4.2	0.0	3.75	0.67
16-Students find it helpful when instructors use PPP slides as discussion points for lectures.	37.5	54.2	4.2	4.2	0.0	4.25	0.73
17-Students find visual elements such as pictures, charts, graphics, etc. helpful in the PPP.	75.0	16.7	8.3	0.0	0.0	4.66	0.63
18- Students prefer it when instructors put key terms and definitions completely written out on PPP slides.	33.3	50.0	16.7	0.0	0.0	4.16	0.70

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
19-Students prefer when the lights are turned on (a bright room) during PPP.	8.3	25.0	29.2	29.2	8.3	2.95	1.12
20-Instructors should provide PPP slides electronically for students by email or social network (e.g.Facebook, Viber, etc.).	45.8	45.8	4.2	4.2	0.0	4.33	0.76
21-Instructors should provide PPP slides printed as a hard copy.	16.7	33.3	29.2	20.8	0.0	3.45	1.02
22 Instructors should be careful not to put too much text on each slide.	75.0	12.5	12.5	0.0	0.0	4.62	0.71
23-Students find it boring when instructors say the same things on the PPP slides.	45.8	41.7	12.5	0.0	0.0	4.33	0.70
24 -When the students have a copy of the presentation, they are less likely to attend the class	12.5	25.0	20.8	41.7	0.0	3.08	1.10
25- Students like it when the instructor uses audio material in PPP.	33.3	45.8	20.8	0.0	0.0	4.12	0.74
26- Students find it easy to understand when information is shown sentence by sentence on the slides rather than all at once.	20.8	50.0	25.0	4.2	0.0	3.87	0.79

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
27-Students prefer decorative backgrounds in PPP.	45.8	37.5	12.5	4.2	0.0	3.25	0.84
28-Students prefer light-colored backgrounds.	8.3	41.7	25.0	25.0	0.0	3.33	0.96
29-Students prefer when the lights are turned off (a dim room) during PPP.	25.0	37.5	20.8	16.7	0.0	3.70	1.04
30 -Students find it easy to follow the class when they have a copy of PPP slides.	16.7	33.3	37.5	12.5	0.0	3.54	0.93

Note- SA: strongly agree, A: agree, NS : not sure, D: disagree, SD:strongly disagree

4.1.2 Results of the Open-ended Items

The second part of the questionnaire included three open – ended questions. The aim of this part was to obtain more detailed information about the student perceptions and preferences. Undergraduate and graduate students’ answers were coded, analyzed and presented in the following two subheadings (4.1.2.1, 4.1.2.2).

4.1.2.1 Undergraduate Students’ Responses to Open-ended Items

Concerning the first question, “*Do you prefer your instructors to use PPP in your ELT classes? Why or why not?*”.The results showed that 98.0% of the Undergraduate students stated that they prefer their instructors to use PowerPoint presentation in their classes for many reasons. For example, 96.0% of the students indicated that it is *easy* to follow the lesson with PowerPoint Presentation.

Student 40 stated:

Yes, I prefer it when instructors use PPP in the lessons as it allows me to follow the lesson and keep up with the teacher *easily*. It is also helpful for learning as I learn better when reading the information.

Also, 80.9% of the undergraduate students indicated that PowerPoint presentation is an *interesting tool* to employ in ELT classes. For example,

Student 5 indicated:

I prefer the use of PowerPoint Presentation because it *attracts my attention* to the lesson. It makes me excited about the other page. For example, what are we going to see next, what did our teachers prepare for the next page etc?

For the second question “ *In your opinion, what are the advantages and the disadvantages of using PPP in your ELT classes?*” the undergraduate students provided a verity of advantages and disadvantages regarding this question. Concerning the advantages, 92.0% of the undergraduate emphasized the importance of *using the audiovisual material*.

For example, Student 25 said, “ *It helps the presenter especially students to present their presentation in details while using pictures* “. Similarly, student 9 stated “ *It helps students learning, when it has something like videos and visual aids in it, then the lesson automatically becomes appealing to audience*” In addition, 40% of the undergraduate students indicated that PowerPoint Presentation *motivates* students to focus on the lesson. For example, Student 16 said, “*it is useful for teachers and students will be more motivated*”. Student number 45 mentioned, “*PowerPoint encourages me to listen to the lesson, it motivates students to understand the lesson in a short period of time*”. Also, 20% stated that PowerPoint presentation helps

students to *take down note* easily. For example, Student 70 said, “*it helps in note taking*”.

Also, 30% of the students viewed PowerPoint presentation as a “*helpful guideline*”, “*interesting*”, “*attention grabbing*”, “*easy to follow*”, “*summarizing tool*“. For instance,

Student 2 listed:

- PPP can increase students’ motivation.
- PPP can help students to follow the lesson easily.
- Provide a summary.

Student 11 listed advantages as:

- Easy to keep track of the lesson.
- Encourage students to pay attention to the lesson.
- Helps me to focus on the lesson.

Student 24 stated that PPP

- Makes it easier to understand.
- Summarize the content for the students.
- Provides the students with the key terms.

On the other hand, concerning the disadvantages, 20.0% of the undergraduate students indicated that PowerPoint Presentation will make students *dependent* on the slides. For example student, 73 stated, “*Students may use presentation slides as a source of information and avoid other sources such as articles, books*”. And, Student 64 said that “*students may say that we have PPP sides and we don’t have to go to the class*”. In addition, 25.2% of them indicated that PowerPoint Presentation may hurt students eyes. Student 53 said, “*they keep looking to the slides long time and*

that might make vision troubles to them". Add to this, 65.0% of the undergraduate students stated that it may *bore* to use PowerPoint presentation consistently. For instance, student 13 stated, "*can be so boring when it includes much information*". Also, Student 42 stated, "*it becomes boring when they slides are long*". In addition, 15.0 % of the students mentioned that PowerPoint presentation will make them *sleepy*. As an example student, 39 stated, "*It can make students fall asleep*".

For Q3 "*How should an effective PowerPoint Presentation be like? Please list some characteristics*", students pointed out to a verity of characteristics which are related to an effective PPP. It was found that 95% of the students indicated that an effective PowerPoint presentation has to include *sufficient amount of visual and audio features* such as pictures and, chart sound and graphs. For example student, 22 stated, "*It should include pictures and graphics*". Student 17 said, "*Visual materials should be included, and (videos, charts)*". Also, student 74 stated, "*an effective PPP should include images, charts, graphics and videos if necessary*".

Also, 54.0% of the students have indicated that a good presentation should include an *organized slides*. For example, student 53 stated, "*Should be organized*". In addition, 28 % mentioned that a presentation should include *key points* for leading a discussion in the class. For example student, 81 stated, "*when teachers paraphrase different definitions in the slides, they should make them understandable by adding clear key items*".

Also, 21.0 % stated that *slides shouldn't include too much information, should be short, interesting and should be provided to students*. The followings are a sample of some students' answers which support that.

Student 56 listed the characteristics of an effective PowerPoint Presentation.

- Certain keywords must be included.
- Visuals must be used.
- Examples should be provided.
- Too many details should not be given.

However, Student 75 listed:

- There shouldn't be too much information in the slides.
- It should contain certain pictures to make it more interesting.
- Students should have a copy of the slides.
- There should be enough time for the students so they can write down notes while passing the slide.

4.1.2.2 Graduate Students' Responses to Open-ended Items

Concerning question 1, “*Do you prefer your instructors to use PPP in your classes? why or why not*”. The data showed 99% of the undergraduate showed a positive attitude towards the use of PowerPoint presentation in ELT class for different reasons. In total, 80 % of them indicated that PowerPoint Presentation helps students *to elaborate on the lesson main ideas*. For example, the Ph.D. student stated, “*I would speak more and I will brainstorm my ideas*”.

Also, 40,0% of the graduate students believed that the use of PowerPoint presentation *enriches classroom* and provide teachers with opportunities to prepare well-structured lessons. Student 12 mentioned that “*it creates multimodality*“. In addition, 60 % of the graduate students believed that PowerPoint presentation is *easy to carry out and use*, For example, student, 10 stated that “*It is easy to follow*”, however, 20 % of the students preferred when teachers don’t read from the slides if the PowerPoint Presentation is employed. For example, Student 4 said, “*some teachers use PPP to read from the slides only, I find it very unhelpful and limited despite the fact that some teachers find it easier in this way*“. Also, 40.0 % of the students stated that PowerPoint Presentation helps teachers to employ a verity of *visual and audio files* such as picture and graphs which will make the lesson more interesting. For example student, 23 stated, “*I like it when it includes visual aids such as pictures, diagrams, and videos because these are useful for learners*”. Also, student 21 stated that “*it is better when teachers give pictures relevant to the topic*”. And, Student 12 said that “*I prefer it because PPP helps the Instructor to conduct his or her lesson in an efficient way with the help of visual aids*”.

In addition, 30 % of the students indicated that PPP helps students who have different *learning types*, especially, visual learners because learning differs from one student to another. Student 26 stated, “*Our brain remembers mostly what is sees, so PowerPoint Presentation use would be more helpful in learning and teaching*”. Also, Student 15 said, “*I prefer my Instructor to use PowerPoint Presentation because there are many different learning types such as visual supported learning types*”.

Concerning question 2, *“In your opinion, what are the advantages and the disadvantages of using PPP in your ELT classes?”*, Graduate students mentioned advantages and disadvantages regarding the use of PowerPoint presentation in ELT classes. Concerning the advantages, 80.0 % of the graduate students stated that one of the prominent advantages is that it is *easy to implement*. To clarify more, for example, student 25 stated: *“lesson is much easier to be presented in the classrooms since the PowerPoint can help presenters to explain the information”*. Also, 70.0 % of the graduate students indicated that PowerPoint presentation creates and *enjoyable classrooms environment*. For instance, Student 19 said, *“PowerPoint Presentation gives students clear image about the course and makes them enjoy the class”*. Also, Student 13 said, *“The class will be more interesting”*. Another advantage is that 32.0% of students mentioned that they prefer PowerPoint presentation since it helps Instructors to use the *class time efficiently and save time*. One Student 10 said, *“It is attention grabbing, learning booster, time organizer”*. Also, 25% of the graduate students indicated that PowerPoint slides help in *classroom discussion* between the students and the instructor, student 24 stated: *“More effective interaction, students are contributing to the ideas provided, the interaction between the students and the teacher is more effective”*. It was also reported that 22.0 % of the students indicated that PowerPoint Presentation *motivates students*. For example, Student 20 stated, *“PPP increases the interest and the attention of the students who are highly motivated to learn”*. The followings are samples of the students’ answers.

Student 25 listed advantages as:

- It guides students about the certain topic.

- The lesson can be more permanent and the students can keep the knowledge in their minds.

Student 3 listed the following advantages:

- Provides interesting visual representation of the points
- Motivates the students.
- Provides an opportunity for well- structured lesson.
- Saves time.
- Allows for the Interaction with minimal effort.

Concerning the disadvantages, 50.0 % of the students stressed on the fact that it makes the students *bored* since that some Instructors would only read from the slides without interfering into a discussion with the students. For example, Student 22 stated, “*it may lead the teacher to be more active while the students are more passive and therefore get bored*”. Also, few students mentioned that it may lead to *distraction* since students will not be able to look at the screen for a long time. For example, Student 22 said, “*Students may rely on them, so they may not pay attention to the Instructor and too bright light or a fade light that may distract the students*”. Samples of students’ answers are provided below.

Student 5:

- The teacher might be passive.
- A student may be passive.

Student 11:

- The design may not be appropriate.
- The presentation is not effective.

- Students become boarded.

For question 3, *“How should an effective PPP be like? Please list some characteristics”*. The majority of the students stressed the importance of including audio and visual effects into the presentation. For instance, student 2 stated, *“should incorporate pictures and graphs”*. Also, Student 12 said, *“The presenter should insert 3D pictures ad include examples to support your presentation”*. In addition, 80.0% percent of the students indicated the importance of inserting *less information; not very long texts* and relying on the slides as. For example, Student 10 said, *“should include a minimal amount of texts (short texts)”*. Moreover, 73.0 % of the students stressed the importance *avoiding reading from the slides*. For instance student 14 stated, *“teachers have to discuss with students and must not read long from the slides”*. Students categorized many different characteristics which related to an effective PowerPoint Presentation as follows:

Student 10 listed:

- Should have interesting visuals.
- Should include a minimal amount of texts (short texts).
- Font color, text size, and effects are some of the important technical aspects.
- Should promote the interaction between the teacher and the student.
- Should provoke students interaction among each other.

Student15 listed:

- PPP should not be too long.
- Keywords should be provided.
- Titles and subheadings should be clearly indicated in each slide.

Student 25 listed:

- Should include a good written language.

- Should include features like pictures, videos.
- Should be summarized and organized.
- Should include headlines and not everything.
- To be clear and direct.

4.2 Results of the Student Interviews

Totally 18 ELT participated in the interviews. The participants were six Interviewees from the postgraduate level (MA – Ph.D.) and 12 interviewees from the undergraduate level. The aim of the interviews was to identify the perceptions and the preferences regarding PowerPoint presentation use in ELT classrooms. The interview results were provided under two subheadings (subheading 4.1.3.1 and subheading 4.1.3.2).

4.2.1 Results of the Undergraduate Student Interviews

Twelve undergraduate students discussed and answered 10 interview questions. It was reported that each student has expressed and provided different views for each question.

For the first question, “*Do your instructors use PPP (PowerPoint Presentation) in your ELT classes?*” 10 undergraduate students indicated that not all but most of their instructors used PowerPoint presentation in their class. One third year student explained that “*some of my teachers use PowerPoint Presentations this semester*”, however, two students stated that their instructors don’t use PowerPoint presentation in their classes. One first year student said, “*Only two of my teachers are using PowerPoint Presentation during the class hours*”. Another second-year student declared that “*Not all of them but some of them use PowerPoint Presentation*”.

Regarding the second question, “*How do you think PPP affects your learning in ELT classes? Do you consider it as a helpful tool?*” All the undergraduate students agreed that PowerPoint Presentation affects their learning positively and viewed it as a helpful tool for many reasons. For example, nine students stated that they enjoy the visual and audio effects when they are employed in the presentation and four students stated that they find PowerPoint Presentation as an easy technological instrument in the classrooms. To explain more, student 3 (fourth year) stated that “*yes, I do find it very helpful; it is a visual thing that you can read from it and understand the lesson better*”.

Student 11 (fourth-year student) stated that

I honestly say it affects with all technological ways. I find myself sleeping when there are no presentation slides because there is nothing to catch my attention. I love education but I find myself bored with book lessons.

Also, student 1 (second-year student) said: “*I can understand more easily*”.

Also, 3 students indicated that PowerPoint Presentation is a helpful tool since it *summarizes* what is presented in the book and resembles as an effective guideline for the lesson.

Student 3 (second-year student) indicated that

PowerPoint Presentations are good for me in classes because our course packs have a lot of pages. PowerPoint Presentation kind of *summarizes* what is already presented in the course pack? It is a guideline that helps you to catch up with the lesson.

Student 6 (second-year student) explained that using PowerPoint presentation helped her with taking notes as she labeled herself as “*dyslexia*” student. She stated that

As a person who is dyslexic, I find it hard to take notes, to concentrate enough, to listen and to take notes at the same time but when the teacher is using PowerPoint, it helps me to take notes easier, I find it very hard to create sentences, but having slides help me create sentences.

Concerning the third question, “*Do you think that using PPP makes you reluctant or dependent? Please explain*” The students explained a positive and negative sides of the use of PowerPoint Presentation in their classes; however, they denied the fact that using PowerPoint Presentation will make them any *dependent or lazy*. For example

Student 9 (third-year student) stated that

When they give the slides it makes the students want to study. When I see the book, I start to feel board but when I see the slides, the teachers notes for the slides it helps to guide me and I become more successful in the lessons when I get the slides instead of the lessons when I have to read from the book.

student 10 (third-year student) emphasized on the fact that teachers have to give the slides to their students at the beginning of the lesson so that they don't pay attention to the listen and start to follow the lesson. Student 4 (second-year student) said that “*I don't think that it makes students dependent*”. Instead, she emphasized on the fact that PowerPoint Presentation is a “*tool*” to approach the lesson like any other tool.

For question 4, “*In your opinion, what are the positive and negative effects of PPP use in ELT classes?*” all the twelve students expressed different positive and negative factors of using PowerPoint presentations in their classrooms. Regarding the positive sides, nine of them emphasized on the fact that instructor has to include more *multimedia features* such as “*videos “ audio”, “pictures “, “animations”* since it makes the lesson much more *interesting*. Student 7 (second-year student) stated that “*It catches my eyes when videos and audios are used. It makes the lesson much*

more interesting". Student 12 (fourth-year student) mentioned that "it *helps to put down descriptions by using pictures*". Also, another student nine (fourth-year student) stated that "students *who use the slides they do that professionally, they put pictures, videos which astonish me*"

Student 5 (second-year student) said that

I like when the slides have numbers on them because I am a person who stops paying attention in the middle of the class for no reason and when the slides are numbered and ideas are numbered it helps me to understand where we stand or where we are.

Concerning the negative side of using PowerPoint Presentations, the students varied in their answers regarding this issue. Four students indicated that PowerPoint Presentation is *boring*. Student 9 (third-year student) stated that "*The negative side in courses when using PowerPoint Presentations sometimes is boring when the teacher is arranging the slides appropriately or not using any videos*". Also,

Student 11 (fourth-year student) stated that

One of the biggest disadvantages of using PowerPoint Presentations in classrooms is that teachers keep reading from the slides which happen a lot if they are not trained or not careful. Sometimes people get carried away and put too many words. Also, sometimes it is not colorful so it cannot be effective and the presentation becomes boring.

Eight students denied that there is any major negative side of using PowerPoint presentations in classes. For example, student 9 stated that "*I don't think that there is any negative side*". Also, Student 7 (second year) explained that "*I don't think that there are serious disadvantages other than minor stuff like turning off the light which makes students feel sleepy*". However, one student emphasized on the fact that university should provide good supportive *infrastructure* by providing technological tools such as smart boards and touch screen which are not available in the university.

Student 8 stated that *“PowerPoint needs some technology to go with it such as computer or laptop, and most probably a smart board and a good projection system which is not available in some classes”*.

Concerning question 5 *“What are the characteristics of an effective PPP? How should an effective PPP be like?”*. Undergraduate student referred to many characteristics regarding the use of PowerPoint presentation in the classrooms. 11 students pointed to the benefits of integrating *visual and audio materials* in the Presentation. For example

student 12 (fourth-year student)stated that

I like it when they put a transition between the slides so I know what is going to happen next. I love videos. I don't like slides with a lot of words but I like visual images that capture my attention which helps me to understand the slides better . I like when the slides are numbered and color and when they have big font size.

Student 8 (third-year student) added

Since I am a visual learner myself, I would rather see more illustrations, more audio and especially videos in the PowerPoint material. There might be some infographic, tables or charts, and not only texts.

For question 6, *“Do your instructors provide you with slides?”* ten undergraduate students declared that their instructors offered them with the slides when they used PowerPoint Presentation in the classrooms.

In addition, concerning the question 7, *“Do you prefer to be provided with PPP slides? Why or why not? If yes, how would you like to receive the slides?”* six students declared that they preferred it when the instructors provided them with the

slides and viewed it as a very beneficial “*guideline*” and as “*helpful*”. Student 4 (second year) stated that “ *I prefer reading from the slides more than reading from the book*“. A Student 8 said that “*slides help us to get simplified version instead of the book complicated version*”

Student 8 (third-year student) stated that

If they are not part of the course pack, yes, of course, anything that is discussed in the class, I think that all the students need to have a copy of it , if later at home, they need to go through the material again, they have some hard copy or at least a digital copy.

Regarding question 8, “*If your instructors use PPP in your ELT classes, describe the features of these presentations/slides. How do they look like? What elements do they include?*” , all the twelve students described various elements and features that are usually used in the PowerPoint Presentations which are given by their instructors such as “ *arranged slides* “, “ *clear statements* “, “ *warm background colors*”. They also clarified their demands for instructors to include more *effective elements* in their presentations such as audio- visual elements. For example, Student 12 (fourth year) “*people who use PowerPoint should use it professionally, they should include the right amount of words, pictures, videos*”.

Concerning Question 9 “*Do you use PPP in your presentations or micro-teachings? Why or why not?*”, all the 12 students stated that they used or would use PowerPoint presentation in their future teaching generally, however, three students declared that they will not “*rely on it*” in all lessons since the focus will be more of the course book. Student 5 stated “*I will use it if necessary but I will use it for the first part of the lesson only, the following part will be the materials on the book*”.

In response to question 10, *“if yes, describe the features of these presentations/slides. How do they look like? What elements do they include?”* All the twelve students preferred to insert multimedia features in their PowerPoint Presentations such as “videos “and “audio” features.

Student 10 (third-year student) stated

I believe that I can include many things as mentioned before such as infographic, pictures, illustrations, tables and charts, audio and video materials so that only students with different learning styles can focus more.

In addition, 12 students (fourth-year student) stated that *“When I use slides, I make sure they are coherent, they have simple words, pictures and videos”*

4.2.2 Results of the Graduate Student Interviews

For question number one, *“Do your instructors use PPP (PowerPoint Presentation) in your ELT classes?”*, all MA and Ph.D. students declared that most of their instructors used PowerPoint Presentations but not all of them. One MA students stated that *“Most of the teachers rely on it and if even not using it, they let us present by using it “*. Another Ph.D. student stated that *“Honestly it is not very common”*.

Regarding question 2, *“How do you think PPP affects your learning in ELT classes? Do you consider it as a helpful tool?”*. Both Ph.D. and MA students had a positive attitude towards using PowerPoint Presentation in classes and considered it as a *helpful tool* for different reasons. Some of them stated that using PowerPoint presentation allows for *“classroom discussion “and evokes the “critical thinking”* of the students. For example, One Ph.D. student stated that *“it is really helpful because it is a place where students have to do a lot of critical thinking. They are up to elaborate on in pieces of information”*. Also, one MA student stated that *“I can see the ideas organized on the board. I think I can concentrate more on the lesson “*.

Another 2 MA students stated that it is effective for them since they consider themselves as “*visual learner*”. One of them stated that “*by seeing PowerPoint Presentation I can learn better and understand better*”.

Concerning question 3, “*Do you think that using PPP makes you reluctant or dependent? Please explain*”, all MA and Ph.D. student agreed on that and explained different reasons for that. Some of them stated that “*Overusing*” it in most of the classes can harm students “*critical thinking*” abilities and may make them “*lazy*” or “*dependent*”. One Ph.D. student stated that “*Sometimes it cost for the interaction in the class and so make them lazy* “. Another Ph.D. student declared “*a teacher comes to the class with the slides ready and he has expected the students to have read about the topic that is when the discussion occurs but in most cases, students don’t read*”. Another MA student expressed that “*the students must work harder anyway*”.

For question 4 “*In your opinion, what are the positive and negative effects of PPP use in ELT classes?*”, both Ph.D. and MA students expressed different views regarding the positive and negative factors accompanied with a PowerPoint presentation. Regarding the positive aspects, most of them stressed on the fact that PowerPoint Presentation would give an opportunity for the student to “*elaborate on mentioned statement*”. One Ph.D. student stated that “*by looking at PowerPoint Presentation you can write comments and notes*”.

An MA student said:

Students need autonomy and motivation in order to find answers themselves and to try to learn by themselves. They see PowerPoint; they take notes from until they build highly autonomous learning styles.

Also, one Ph.D. student emphasized that *“PowerPoint Presentations creates confidence for the students”*. Another Ph.D. student stated that it is very important that the presenter can *“takes the instructor role”*.

One Ph.D. student said that:

I believe the positive effect when it comes to styles of learning, there are some students who are really visual and appreciate memorizing visually, those will be interested in the content of the slides.

However, concerning the negative factors, both MA and Ph.D. students stated that *“One of the major drawbacks that the students and the instructors don’t explain to the students how to prepare good PowerPoint Presentation”*. Also, another Ph.D. student stated that *“PowerPoint Presentations are a way to go with the lesson by only reading from the slides and not discussing the content”*. Add to this one MA student emphasized on the fact that *“People who use it don’t know how to use it”*. Also, another MA student stated that *“students will be dependent on the slides and won’t search for the topic”*.

For question 5, *“What are the characteristics of an effective PPP? How should an effective PPP be like?”*, both MA and Ph.D. students varied in their answers and expressed different views regarding this issue but they mostly stressed on the fact that the PowerPoint Presentation should have certain *stylistic features*.

MA student stated that

Font size must not be too small or too big but it has to be medium size so that student who is sitting in the back would be able to read it. She emphasized on the fact that *“Background colors need to be an incompatibility with each other.*

Another MA student emphasized that *“slides should be short and direct to the point.* Also, One MA student stated that *“the most important characteristic is the spelling and the grammar. If you spell in a wrong way they will not understand you and they will laugh at you”*. One Ph.D. student stated that *“student should not read from the slides, they should only put keywords. Each slide should not have much statement. Slides should not be colorful”*.

Concerning question 6, *“Do your instructors provide you with slides?”* , both MA and Ph.D. students stated that instructor who usually used PowerPoint Presentation had given them the slides, however, they denied any benefit for the slides on the process of learning. On MA student stated that *“there are no essential benefits from the slides, postgraduates students have to read and read”*.

For question 7, *“Do you prefer to be provided with PPP slides? Why or why not? If yes, how would you like to receive the slides?”* All MA and Ph.D. students emphasized on the fact that giving the slides to the student has a negative effect on their learning. One MA student stated that *“ I find them unhelpful. It will make students lazier. They will be busy and not concentrate on PowerPoint Presentation. They will say oh! The teacher is giving us the handouts”*. One Ph.D. student stated that slides could be presented to the BA level but not to the MA or Ph.D. level.

In response to question 8, *“If your instructors use PPP in your ELT classes, describe the features of these presentations/slides. How do they look like? What elements do they include?”*, both MA and Ph.D. students describe different features. One Ph.D. student stated that *“slides have attractive colors, visible and they have referenced”*

Concerning question 9, “*Do you use PPP in your presentations or micro-teachings? Why or why not?*” Both MA and Ph.D. student stated that they used PowerPoint Presentation most of the times since they viewed it as a helpful tool inside the classrooms.

For question 10, “*If yes, describe the features of these presentations/slides. How do they look like? What elements do they include?*”. MA and Ph.D. students referred to different ways and styles by which they employed PowerPoint Presentation in their classrooms. One Ph.D. student stated, “*Slideshow should never contain more than 40 words or the slides should never be more than 20 slides*”. Another Ph.D. student said that “*I prefer to make the items of the PowerPoint Presentation very visible so the students can concentrate much on the PowerPoint Presentation*”. Another Ph.D. student said that she will insert “*using a catchy element that makes students interested such as diagrams, symbols*”. Also, another MA student stated that “*I will reduce the slides and include only keywords. I will add movies and pictures to help students to understand the lesson better*”.

4.3 Results of the Instructors Questionnaire

Ten ELT instructors responded to the questionnaire. The results of the instructor questionnaire are presented under two sub-headings as closed items and open-ended items.

4.3.1 Results of the Closed-Items

As in the student questionnaire, the items from 1 to 14 in the questionnaire are also related to the Perceptions of PowerPoint presentation and the items from 14 to 30 are

concerned with PowerPoint Presentation preferences. The results for these two categories of items are presented in two different tables below.

Table 4.3.1. Result of Items 1 to 14 in the Instructors' Questionnaire

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
1-The lesson is more interesting with PPP.	0.0	50.0	50.0	0.0	0.0	3.16	0.40
2-It is easier for students to follow the lesson with PPP.	0.0	33.3	50.0	16.7	0.0	2.83	0.75
3-PPP stimulates students' thinking.	0.0	16.7	66.7	16.7	0.0	2.66	0.51
4-PPP helps instructors to use class time efficiently.	16.7	50.0	16.7	16.7	0.0	3.33	0.51
5-PPP helps students to take notes during the lesson.	0.0	50.0	50.0	0.0	0.0	3.16	0.75
6-Students feel motivated when the instructor uses PPP.	0.0	16.7	83.3	0.0	0.0	3.50	0.54
7-Students participate in the lesson more when PPP is used.	0.0	16.7	50.0	33.3	0.0	3.16	0.40
8-Students interact more with the instructor when PPP is used.	0.0	0.0	66.7	33.3	0.0	2.83	0.40

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
9-PPP helps students to improve their Listening skills.	0.0	33.3	66.7	0.0	0.0	3.16	0.75
10-PPP helps students to improve their writing skills.	0.0	33.3	50.0	16.7	0.0	3.16	0.75
11- PPP helps students to improve their vocabulary.	0.0	50.0	50.0	0.0	0.0	3.83	0.40
12-PPP helps students to improve their speaking skills.	0.0	16.7	83.3	0.0	0.0	3.83	0.40
13-PPP helps students to improve their grammar.	0.0	0.0	83.3	16.7	0.0	3.50	0.83
14-PPP helps students to concentrate on the lesson better.	0.0	33.3	50.0	16.7	0.0	2.66	0.51

Note- SA: strongly agree, A: agree, NS : not sure, D: disagree, SD:strongly disagree

It was noted that instructors responses to items were different and variable. Except for item 4 in all 13 items instructors chose “*not sure*”. For instance, concerning item number 1, (*The lesson is more interesting with PowerPoint with PowerPoint Presentation*), 50 % of the instructors chose “*agree*” while other 50% chose “*not sure*”. Instructors also weren’t sure that students may follow the lesson easily with the use of PowerPoint presentation, so for item number 2 (*it is easier for students to follow the lesson with PowerPoint Presentation*), only 33.3% of the instructors chose “*agree*” while 50% of them picked “*not sure*”.

Similarly, instructors weren't sure if PowerPoint presentation could help students thinking and comprehension, so, Concerning item number 3, (*PowerPoint presentation stimulates students' thinking*) 66.7% of the instructors chose "not sure" while only 16.7% of them chose "agree".

On the other hand, instructors agreed that PowerPoint presentation helps them to manage class time efficiently. So, 50.0% of the instructors chose "agree" for the item number 4, (*PowerPoint Presentation helps instructors to use class time efficiently*) while only 16.7% percent chose "not sure".

Concerning item number 5 (*PowerPoint Presentation helps students to take notes during the lesson*), 50.0% of the instructors chose "agree", however, also, 50% of them chose "not sure".

Also, regarding item number 6, 83.3% of the instructors chose "not sure" instructors were not sure regarding the statement which says (*students feel motivated when instructors use PowerPoint Presentation*), while only 16.7 % chose "agree".

Similarly, instructors were not sure if the use PowerPoint Presentation helps students to participate in the class. For item number 7, (*students participate in the lesson when more when PowerPoint Presentation is used*), 50.0 % of the instructors chose "not sure" and only 33.3 % percent of them selected "disagree". Also, 66.7% percent of the instructors chose "not sure" Concerning Item 8 (*students interact more with the instructor when PowerPoint Presentation is used*), and also 33.3 % of them chose "disagree".

Regarding items 9, 10, 11, 12, 13 and 14, most instructors were also not sure if there is any beneficial value for PowerPoint presentation regarding listening, reading, writing, vocabulary and grammar learning for students.

Only, 33.3 % of the instructors chose “agree” for item 9, (*PowerPoint Presentation helps students to improve their listening skills*) while 66.7 % of them chose “not sure”. Also, concerning 10 (*PowerPoint Presentation helps students to improve their writing skills*), only 33.3% of the instructors chose “agree” while 50.0 % percent of them chose “not sure”. In addition, 16.7% of the instructors chose “disagree” while 50.0 % of the instructors chose “not sure” for item 11, (*PowerPoint Presentation helps students to improve their vocabulary*). Only 16.7 % of the instructors chose “agree” while 83.3 % chose “not sure” For Item 12 (*PowerPoint Presentation helps students to improve their speaking skill*)

Also, 83.3 % of the instructors chose “not sure” regarding item 13 (*PowerPoint Presentation helps the students to improve their grammar*) while only 16.7% selected “disagree”. Instructors also were not sure if PowerPoint Presentation helps students to concentrate on the lesson. For instance, concerning item 14 (*PowerPoint Presentation helps students to concentrate on the lesson better*=M 2.66), only 33.3% of instructors chose “agree” while 50.0 % of them chose “not sure”.

Table 4.3.1. Result of Items 1 to 14 in the Instructors Questionnaire

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
15-Students prefer the lesson with PPP to the one without it.	0.0	33.3	50.0	16.7	0.0	3.16	1.16

16-Students find it helpful when instructors use PPP slides as discussion points for lectures.	0.0	83.3	16.7	0.0	0.0	2.83	1.16
17-Students find visual elements such as pictures, charts, graphics, etc. helpful in the PPP.	0.0	83.3	16.7	0.0	0.0	4.83	0.40
18- Students prefer it when instructors put key terms and definitions completely written out on PPP slides.	16.7	16.7	66.7	0.0	0.0	4.83	0.40
19-Students prefer when the lights are turned on (a bright room) during PPP.	0.0	0.0	66.7	33.3	0.0	3.50	0.83
20- Instructors should provide PPP slides electronically for students by email or social network (e.g. Facebook, Viber, etc.).	0.0	50.0	33.3	16.7	0.0	3.83	0.40
21-Instructors should provide PPP slides printed as a hard copy.	0.0	33.3	33.3	16.7	16.7	3.66	0.51
22 -Instructors should be careful not to put too much text on each slide.	83.3	16.7	0.0	0.0	0.0	3.16	0.00

Items.	SA.	A.	NS.	D.	SD.	M.	S.D
23-Students find it boring when instructors say the same things on the PPP slides.	83.3	16.7	0.0	0.0	0.0	3.16	0.40
24 -When the students have a copy of the presentation, they are less likely to attend the class.	16.7	16.7	66.7	0.0	0.0	3.63	0.40
25- Students like it when the instructor uses the audio material in PPP.	83.3	16.7	0.0	0.0	0.0	3.33	0.51
26- Students find it easy to understand when information is shown sentence by sentence on the slides rather than all at once.	0.0	66.7	33.3	0.0	0.0	3.50	0.83
Items.	SA.	A.	NS.	D.	SD.	M.	S.D
27-Students prefer decorative backgrounds in PPP.	16.7	18.00	66.7	0.0	0.0	3.76	0.33
28-Students prefer light-colored backgrounds.	0.0	16.7	83.3	0.0	0.0	4.83	0.40
29-Students prefer when the lights are turned off (a dim room) during PPP.	0.0	16.7	83.3	0.0	0.0	4.83	0.40

30 -Students find it easy to follow the class when they have a copy of PPP slides.	0.0	33.3	66.7	0.0	0.0	3.50	0.40
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Note- SA: strongly agree, A: agree, NS : not sure, D: disagree, SD:strongly disagree

The items from 15 to 30 are related to the preferences regarding the use of PowerPoint Presentation in ELT classes. The results for item 15 (*students prefer the lesson with the PowerPoint Presentation to the one without it*) showed that the Instructors were not sure if the students prefer the lesson to be given using PowerPoint presentation. Only 33.3 % of the instructors chose “agree” while 50.0% of them chose “not sure”. However, concerning item 16 (*students find it helpful when instructors use PowerPoint Presentation slides as discussion points*), the instructors considered slides as a good discussion points in ELT classes so , 83.3% percent of the instructors chose “agree” for item number while only 16.7 percent of the instructors chose “not sure”.

Also, the Instructors thought that the audiovisual support plays an important role in Power Point Presentation. 83.3 % of the instructors chose “agree” concerning item 17 (*students find visual elements such as pictures, charts, graphics, etc. helpful in the PowerPoint Presentation*) while only 16.7 % chose “not sure”.

On the other hand, Only 16.7 % of the instructors chose “agree” for item number 18 (*students prefer it when instructors put key terms and definitions completely written out on the PowerPoint Presentation slides*) while 66.7% chose “not sure”.

Similarly, for item 19 (*students prefer when the lights are turned on (a bright room) during PowerPoint Presentation*), 66.7 % percent of the instructors chose “*not sure*”. Half of the instructors seemed to accept on supporting their students with the slides by using the means of social media so , 50.0 % of the instructors chose “*agree*” for item 20 (*instructors should provide PowerPoint Presentation slides electronically for students by email or social network (e.g. Facebook, Viber, etc.)*) while only, 16.7 % of them chose “*disagree*” .

Despite the fact that the instructors agreed on sending the slides as a soft copy to their students some of them were not sure if they are ready to offer their students with the hard copies. To explain more, concerning item 21, (*instructors should provide PowerPoint presentation slides printed as a hard copy*) 33.3 % percent of the instructors chose “*agree*” and at the same time 33.3 percent of them chose “*not sure*”

Concerning Items 22 and 23, the Instructors seemed believed that PowerPoint Presentation should include less content. They also agreed on the fact that the instructor should not read from the slides. Only 16.7% percent of them chose “*agree*” concerning the Item number 22, (*Instructors should not put too much text on each slide*) while 83.3 % chose “*strongly agree*”. Also, the same for item 23 (*students find it boring when instructors say the same things on the PowerPoint Presentation slides*). 83.3 percent of the instructors chose “*strongly agree*” for the item while only 16, 7 % percent chose “*agree*”.

The data showed that 66.7 % of the instructors chose “*not sure* “, for item 24 (*When students have a copy of the presentation, they are less likely to attend the class=M*

3.63) while only 16.7 % of them chose “agree”. Instructor viewed the use of the audio material as an important element when using PowerPoint Presentation 83.3% of the instructors chose “ *strongly agree*” for item 25 (*students like it when the instructor uses the audio material in PowerPoint Presentation*) while only 16.7% chose “agree”.

Moreover, instructor preferred when the information is organized on each slide. 66.7 % of the instructors chose “agree” for item 26 (*students find it easy to understand when information is shown sentence by sentence on the slides rather than all at once*) while only 33.3% chose “not sure”. Also, regarding item 27 (*students prefer decorative backgrounds in the PowerPoint Presentation*) 66.7% of the instructors chose “not sure”.

In addition, 83.3% of the instructors chose “not sure” for item 28 (*students prefer light –colored backgrounds*). Similarly, also for 29 (*students prefer the lights are turned off (a dim room) during PowerPoint Presentation*), 83.3 % the instructors chose “not sure”. Likewise, item 30 (*students find it easy to follow the class when they have a copy of the PowerPoint Presentation*), 66.7 % of the instructors chose “not sure” while only 33.3 % chose “agree”.

Overall, it can be noted that instructors were hesitant to provide an agreement of disagreement on the use of PPP in ELT classrooms. The data showed that the instructors responded as not sure for almost all the closed items.

4.3.2 Results of the Open-ended Items

Ten of instructors replied to the open-ended question. Their answers have varied accordingly. Concerning the first question “Do you prefer to use PPP in ELT classes? Why or why not?”⁵ Instructors responded that they prefer to use PowerPoint Presentation use in their classrooms. For example

Instructor number 1 stated

Yes because I think PPP gives a framework to the lesson. Also, students can follow the discussion or lecture better and more easily. It attracts students’ attention and it helps the teacher to stay on the track. It also reminds the teacher what she will do or say.

However, three instructors were not sure about the effectiveness of PowerPoint Presentation used in the classes and expressed various reasons for that. For example instructor number 2 stated that using PowerPoint Presentation may make the class *dull* and Instructors number 3 emphasize that classroom should have *more interaction* than using presentation.

Instructor 2 stated

It depends, not all classes but sometimes. PPP helps only when it is carefully used and integrated into the lesson sequence. Overuse of it run the risk of making a lesson or the lecture dull and boring.

Instructor 3 expressed

I have mixed feelings about this. On one hand, PPP saves time for teachers and allows more for interaction with students. On the other hand, though, PPP may prevent real interaction between the teacher, the students and among the students themselves. Still, it should be used from one time to time to bring a verity into the classrooms.

The other 2 Instructors stated that they *don't prefer* using PowerPoint Presentation in their ELT classes for many reasons. Instructor 7 and 9 believed that using PPP makes students *passive learners*.

Instructor 7

I don't as I believe that it makes the students *passive*. Also because the course book provides sufficient materials for the explanation and the practices of topics included in the course syllabus.

Instructors 9

I don't not ... I want my students to be more active and do more reading and research in order to have more command or control over the topic. PPP might not encourage them to do so.

Concerning the second question "*In your opinion, what are the advantages and the disadvantages of using PPP in your ELT classes*". Instructors' answers varied accordingly, Instructor 6 stated that PowerPoint presentation motivates students to focus on the lecture more. Instructors 1 and 5 stated that PowerPoint Presentation makes the lesson as "*fun*" to students. Instructor 3 indicated that PPP is also *easy to use*. 9, 7, 2 instructors believed that PPP helps in summarizing the lesson and for note taking. Instructor 10 referred to the importance of using *visual aids and audio materials* by saying

Instructor 10 indicated

- Provides visual and audio support to enhance Instruction and make it easier for students to follow the lesson.
- It helps teachers to highlight the main ideas, preview, overview, and summaries the key points.

Instructor 5 answered

It is effective when you want to present tables, graphs or audio materials to your students.

Instructor 4 responded as

- Time-saving.
- Verity of Tools.
- Attractive.

Concerning the disadvantages, instructors 7, 9, 5, 2, 1 thought that PowerPoint Presentation *renders the Interaction between the students and the Instructors*. According to Instructor 9, PowerPoint Presentation slides include much information which may distract students' attention. Instructor 5 referred to the fact that PPP makes student passive. Also, Instructor 2 stated that PPP is *boring*.

Instructor 2 stated

It makes students lazy. It may make the students passive in the classrooms. It also may be boring for some students (to concentrate on the screen).

Concerning the last Open ended question "*How should an effective PowerPoint Presentation be like? Please list some characteristics?*" The 10 instructors listed a plenty of characteristics. Instructor 9 and 10 stated that slides should be *short*, should be *colorful* and should include the *key terms* only. Also, instructors, 2,8,4,2,6,1 stressed the importance of including *key terms* in the slides and referred to the importance of including *colorful and visual elements*. Additionally, instructor 10 referred to the importance of not having *too many slides*. The following are samples of Instructors answers.

Instructor 9

- As short as possible.
- Key terms – aspects to be given only.

- Colorful and attractive.

Instructor 4

- Not too much Information on the slides.
- Plain background, big fonts.
- Little animation (only when necessary).

Instructor 1

- Not full text; key points; phrases only, so that the teacher can build on there while lecturing.
- Adequate visual and audio support; not too much text.

4.4 Results of the Instructor Interviews

The aim of the interviews was to identify instructors' perceptions and views closely. Eight instructors discussed 7 Interview questions. All the interviews were audio recorded and then transcribed.

Concerning the first question” *Do you use PPP (PowerPoint Presentation) in your classes (undergraduate and graduate)? Why, or why not?”* three instructors had admitted that they rarely used PowerPoint presentation in their classes. For Instance, instructor 7 stated that *“I don't use it very much because I don't feel there is any need. There is enough material in the course book”*. Also, instructor 3 stated that *“yes I do sometimes but not always”*. Only two instructors said that they used mostly. For example, instructor 4 said, *“I have PowerPoint presentation for all my courses”*.

However, other two instructors stated that they used it a long time before and then they stopped using it. For example, Instructor 1 said, *“to be honest with you at the*

present time I'm not using any PowerPoint presentation I used to 7 years ago I did it in one of my classes but then I didn't continue with it".

Concerning question 2 *"How do you think PPP affects students' learning in ELT classes? Do you consider it as a helpful tool?"*, interestingly, instructors who stated that they rarely used PPP had admitted the importance of PPP as a presentation tool and expressed how helpful it is if teachers *"know how they use it"*. For example, instructor 4 stated, *"We have to make it clear why we use it our students must be clear about that so in other words so power point is to support what we say"*.

Also, the instructors who stated that they rarely used PPP in their classes have indicated that it is almost *"impossible"* to use PPP while teaching some courses in ELT. Instructor number seven said that *"if I teach grammar I can use PowerPoint only for few cases not always realistic, to be frank, and the other course that I teach is testing and evaluation and I prefer using but sometimes I avoid that"*.

On the other hand, instructors who mostly used PPP in their ELT classes had made it clear that students were more interested when PPP was employed in the classrooms. For example, instructor 3 stated, *"the reason I have realized that students pay more attention to what is discussed in the classrooms when there is something projected on the screen in my PowerPoint presentation"*. Also, instructor 6 stated that *"we should use them always; they are going to make our lessons more interesting and informative and help us save time"*.

Concerning Question 3 “*Do you think that using PPP makes your students reluctant or dependent? Please explain*”, instructors varied in their responses. To clarify that , two instructors stated that students will become *dependent* on the teachers and the class if the teacher is not aware of how to integrate the use of PowerPoint Presentation in the classes , however , other three teachers indicated that the overuse of PowerPoint Presentation in the classrooms is *harmful* and get the students to be “*lazy*” or “*dependent*” since the teacher will be the only source of information in the class and students will not integrate themselves in any classroom discussion. For example, One instructor number seven explained that” *students usually have this tendency that with a PowerPoint the teacher would give them the essence of the course and the end of the lesson to be given the handouts and this is the biggest dilemma*”.

However, three instructors stated that students should be exposed to different resources of information and chose how to approach the material with any “tool” whether it is the book or the PowerPoint. Instructor 2 stated, “*we should admit it, it is an added tool to the main book, and even a book is a tool*”.

Concerning question 4, “*In your opinion, what are the positive and negative effects of using PPP in ELT classes?*”. Eight instructors referred to different negative and positive factors regarding the use of PowerPoint presentation. Three of them had emphasized on the negative sides but at the same time, they agreed on the fact that using PowerPoint Presentation makes the lesson “*interesting*” for the students.

For example, Instructor 4 said that the positive factor is *“better students concentration they can follow their listen better maybe that can be encouraging for the students when something when they read something”*. Also, instructor 7 indicated that PowerPoint Presentation is *“attention-grabbing”*. In addition, instructor 3 stated that *“(on condition that it is prepared appropriately), interesting, colorful, dynamic, also many things can be presented together by using different modes: verbal, visual, and audio. It is a very good tool to highlight/summarize the main issues”*. Regarding the negative sides, all instructors have emphasized the negative side of using the slides. Instructor 2 stated that *“some students may think that's my instructor any way he will give us the slides so I don't have to take down notes”*.

Instructor 9 said

Students become dependent on them, thinking that they have to access the slides to learn the course or to become successful in the exam information on the slides may be very superficial, incomplete or even unimportant, so real learning does not take place.

Concerning question 5” *What are the characteristics of an effective PPP? How should an effective PPP be like?”* 8 instructors referred to the importance of certain features that should be highlighted in the use of PowerPoint Presentation such *“font size “, “font color”, “ background color” and other “audio and visual aids”*. instructor 6 said *“ here are some technical things like the color font size big enough to be seen by all the students in the classroom we have to choose the background color the font color there should be a contract “*. Also, instructor 5 stated that *“ i) be prepared to trigger some other activities (such as writing, speaking, reading, listening, or even grammar work) ii) include only the main points; not necessarily in long sentences but in phrases or in visuals, graphs, and tables”*.

Concerning Question 6 *“Do you provide slides to your students? Why or why not? If yes, how?”* 5 Instructors indicated that they provide students with slides. Instructors 4, 1, 3, 7, 2 emphasized that slides are working as supporting materials to the students but will not replace the course pack. For example, Instructor 7 stated *“ I honestly provide them with the slides but I always make sure to inform them, those are my own notes”*, however, only instructors 8, 5, 6 stated that they rarely provided slides to their students since they believed that slides will make them dependent or lazy. For example, instructor 8 stated *“I don’t I believe that they have to read. Slides will make them lazy”*.

Concerning question 7 *“If you use PPPs in your classes, describe the features of your presentations/slides. How do they look like? What elements do they include?”* all 8 Instructor referred to different characteristics but they all agree that slides *shouldn’t be long, should be clear and organized*.

Also, the audiovisual elements were highly recommended when structuring the presentation. For example, instructor 2 stated: *“my presentation usually is brief, I make sure to use a light background and contrast it a dark font. I also include key points only and sometimes I attach videos”*. Also, Instructor 3 mentioned *“font size and color are important elements. Also, pictures are attached and sometimes I used videos”*.

4.5 Summary

The aim of this chapter was to present students’ and Instructors’ results to both closed and open- ended items in the questionnaire. It also provided an analysis of students’ and Instructors’ interviews. The results showed that students’ responses to

the closed items have varied accordingly, the same as instructors. The differences in responses were reported regarding the stylistic multimedia features with reflected a variation in preferences among students and instructors. On the other hand, both groups of students and instructors had positive perceptions as it was reported in both closed and open-ended items. The next chapter will discuss the major findings of the study.

Chapter 5

DISCUSSION OF RESULTS

The aim of this chapter is to discuss the results of the current study in the light of the previous research findings in the relevant literature. The results are discussed under the research questions of the study. In addition, this chapter presents the implications of the study, discusses its limitation and provides suggestions for future studies.

5.1 Discussion of the Results

After presenting the results in Chapter four, the results are discussed in Chapter 5, by answering the main four research questions.

5.1.1. Research Question 1: What are the students' Perceptions of PowerPoint presentation (PPP) use in ELT classrooms?

The analysis of the qualitative and quantitative data which were obtained from the student questionnaire and student interviews showed that the students perceived the use of PowerPoint presentation positively in their classes. This finding is consistent with the findings of previous research studies by some scholar such as (Shelly,2000; Nouri and Shahid 2005; Corbeil, 2007; Apperson, Laws & Scepanisky, 2008; Lari, 2014; Mohsenzadeh, Marzban & Ebrahimi 2015). Those research studies have focused on the positive sides of using PPP in the classrooms. In the present study, students (graduate, undergraduate) provided various reasons for their positive perceptions. More specifically, the results revealed that that the majority of the students (graduate, undergraduate) perceived PowerPoint Presentation as an *interesting, helpful and easy tool*. The students' responses to the items 1,2,3,4,5,8,12

in the student questionnaire reflected that they had *positive perceptions* regarding the use of PowerPoint Presentation in ELT classes. Similarly, the data obtained from open-ended questions revealed that almost all the students *preferred the use of* PowerPoint Presentation in the classes since they considered it as an “*interesting*” and “*easy tool*”. They added that PowerPoint Presentation works as an “*effective guideline*”, “*attention grabbing*”, and “*summarizing tool*”. Those findings are in line with the study done by Apperson, Laws, and Scepanisky (2008). The students in their study had also shown positive perceptions concerning the use of PowerPoint presentation in the classrooms and they also considered it as an easy, interesting and helpful tool.

Alongside the practical benefits that most students referred to, the quantitative data for item 6 showed that the students of the graduate and undergraduate) believed that PowerPoint Presentation affects their motivation positively. This finding is supported by Lari’s (2014) argument which says that PowerPoint Presentation plays an important role in raising students’ motivation and self-study skills.

However, despite the fact that students perceived the PowerPoint Presentation as positive and interesting, they were not sure about the value of PPP regarding the development of language. For example, The quantitative data for items 9,10,11,12,13 showed that the students did not believe that PowerPoint Presentation helps to improve their language skills such as (speaking, listening, writing and reading) and (vocabulary and grammar areas). Also, the qualitative data for the second open-ended question indicated that some of the undergraduate students stated that it may boring to use PowerPoint presentations consistently in the classrooms.

In relation to perceptions, the data showed that students varied in their responses regarding their PPP preferences. To explain, more specifically, the results indicated that the students preferred presentations which are supported with technological features such as pictures, graphs, sounds etc. In other words, the students preferred the use of the use of audio and visual elements in the presentations. Also, the students indicated that PowerPoint presentation helps teachers to employ a variety of visual and audio files such as picture and graphs which can make the lesson more interesting. This finding is in line with the findings of the study conducted by Alkash and Al-Dersi (2013), which showed that students perceived the audio-visual features engagement in the presentation as appealing and enjoyable. Moreover, with the respect, the use of the slides, the data showed that students preferred to be given the slides during the lessons. They also believed that PowerPoint Presentation would help as *discussion points in the classrooms*. They believed it is easy to follow the lesson when they are given slides. This finding is in line with Berk's (2011) statement which referred to the important role of slides in which helping as a "facilitators" in the classrooms. However, the qualitative showed that some of the undergraduate students believed that slides might make the students *dependable* on teachers. Also they some of them stressed on the fact that it makes students *bored* since some instructors would only read from the slides without stimulating and opening a discussion with the students.

Regarding the content of a PPP, the students preferred when the lights are turned off during a presentation, and also to have decorative and light colored backgrounds. Bradshaw and Earnest's (2003) study referred to the importance of embracing

different stylistic feature during a presentation such as contrast and brightness features, which supports the finding of this study.

Overall, it can be concluded that the students were in the favor of using PPP in their classes and perceived it as a positive tool. However, the students also varied in their preferences regarding PPP such that, while some students preferred presentations in which multimedia features are integrated into. Some other students preferred to be given the slides. In contrast, some students believed that slides may make the students dependent and lazy. In addition, they preferred when the instructors use decorative and light backgrounds.

5.1.2. Research Question 2: What are the Instructors' Perceptions of PowerPoint (PPP) Use in ELT classrooms?

Based on the findings, all the ELT instructors considered PowerPoint Presentation as an *effective educational tool* to be used in the classrooms, but it was also obtained that the instructors were not sure if PowerPoint Presentation has pedagogical benefits on students' language learning. This supports what Shwom and Keller (2003) referred to as the lack of applicability of PPP. They explained that PPP can work as a helpful tool for presenting the lesson but it has no effective role in developing students' language learning. The data showed that the ELT instructors were skeptical about the effectiveness of using PowerPoint presentations in their ELT classes although they did not deny its value as a technological tool. More specifically, the percentages for "not sure" options were unproductively higher in most of the closed items in the instructor's questionnaire. The instructors' responses to items 4 and 5 in the instructor questionnaire showed that instructors believed that PowerPoint presentation helps them to manage their *time effectively* and helps

students to take down notes during the lessons. However, they did not believe that using PowerPoint presentation helps students in Language learning as in Shwom and Keller (2003).

Moreover, concerning the preferences, mainly the use of the slides, both quantitative data and the qualitative data showed that instructors weren't sure that students (graduate, undergraduate) prefer when the slides are offered to them, however, during the interviews with four instructors, who regularly used PowerPoint Presentation in their classes, it was reported that they didn't deny the fact that they offered the slides to their students after or before the class times. In addition, despite the fact that instructors believed that students will not participate in the lesson when PowerPoint Presentation is used, as the data for item 7 showed, they believed that slides can work as good discussion points in the classrooms. This finding supports Berk (2011) statement who believed that slides work as "facilitators" in the classrooms. It is also in line with Apperson, Laws & Scepanisky (2008) study by which they discussed the important role of presentations in raising classroom discussion among the students. Some instructors believed that giving the slides to the students may make them more *dependent* on the teacher.

On the other hand, while the instructors were not sure whether the students would prefer the slides to include *key points and terms*, the quantitative data for item 26 in the instructors' questionnaire showed that they believed that the students find it easy when the information is shown *sentence by sentence to them*. Also, the data showed that the instructors believed that the students prefer it when the audio and visual materials are integrated into the PowerPoint Presentation and when the lights are

turned on during a presentation as in the study conducted by Bradshaw and Earnest, (2003).

Overall, it can be concluded that instructors perceived the use of PPP as an effective, but, they were not sure if it can develop students' language. Concerning the preferences, the instructors also were not sure if the students prefer to be given the slides, but, they agreed that the slides can work as good discussion points in the classrooms. Moreover, the instructors agreed that students prefer it when the presentation includes multimedia the features and uses the dimmed lights.

5.1.3. Research Question 3: Do the Perceptions of the Students and Instructors vary?

By comparing the qualitative and quantitative data obtained from the students and the instructor questionnaire and interviews, the results showed that both students and instructors had positive perceptions regarding the use of PowerPoint Presentation in ELT classes. This finding is in harmony with the findings of some other studies (West; 1997; Cassady; 1998, Perry; 1998, Susskind & Green 1999; Lari; 2014).

However, it was also found out that the instructors, unlike the students, were not sure whether or not PowerPoint presentation helps students in their language learning. For example, instructors were not sure if PowerPoint Presentation will help students *follow the lesson easily or comprehend the lessons better.*

Although the instructors were skeptical about the role that PowerPoint Presentation plays to strengthen students' comprehension and learning, the quantitative data showed that instructors believed that PowerPoint presentation helps students to *engage students in the classroom discussion* as in the study by Apperson, Laws &

Scepansky (2008). In addition, the data showed that both the instructors and the students did not believe that PowerPoint presentation could affect students *listening, writing, reading, vocabulary and grammar skills*, similar findings can be seen in Shwom and Keller (2003).

Regarding the preferences, the data showed that the students' and the instructors' answers differed accordingly as in items 15, 16, 17, 18,19, 20. For example, the data showed that the students believed that they are less likely to attend the class if they were provided with the slides, while the instructors were not sure about it as it can be seen in Lari (2014). Also, the students believed that the presentation is more effective when audio materials are included, unlike the instructors who were not sure about it. Also, while the students preferred the presentation of the content on the slides, sentence by sentence instructors did not. Also, the students preferred decorative backgrounds, unlike instructors who were not sure about this issue. In addition, the instructors believed that the students prefer the light colored backgrounds but the students were not sure about it see Bartsch and Cobern (2003).

Furthermore, students and instructors believed that *slides* can work as good discussion points in the classrooms, but, the students preferred slides which include *key terms* while the instructors were not sure about that this.

Concerning the stylistic features, both the instructors and the students stated that the students prefer it when the *audio and visual materials* are integrated into the PowerPoint presentation as in the study by Berk (2011).

In brief, it can be concluded that both the students and the instructor had positive perceptions about using PPP in ELT classes ; however, they varied in their responses regarding their preferences.

5.1.4 Research Question 4: Do the Perceptions of the Graduate and Undergraduate vary?

The data revealed that both the graduate and the undergraduate students perceived the use of PowerPoint Presentation positively in ELT classrooms. They stated that they *preferred lessons* with a PowerPoint presentation. The data showed that both graduate and undergraduate students believed that the lesson is *more interesting* when PowerPoint Presentation is used, and the students considered PowerPoint presentation as a *helpful tool* which stimulates *thinking*. However, the graduate students agreed more with the idea that the lessons are *easier to follow* with PowerPoint presentation more than the undergraduate students as in Alkash and Al-Dersi (2013). On the other hand, the qualitative data reported that both the graduate and the undergraduate students mentioned similar characteristics of an effective PPP most effective characteristics such as “*arranged slides*”, “*clear statements*”, “*and warm background colors*”.

However, although both groups of graduate and undergraduate students believed that the lesson is *more interesting* with PPP, they students varied in their preferences regarding the content and the format of use of PPP. While the graduate students believed that the slides should include *key points*, the undergraduate students thought that slides should include multimedia features as in Berk (2011).

Concerning the content, both graduate and undergraduate students varied in their preferences. For example, while the quantitative data also showed that the undergraduate students preferred when their Instructors *used the definition* in the presentation, graduate students wanted their instructors not to *put too much text on the slides*. Undergraduates students wanted them to present information sentence *by sentence*. However, both the undergraduate and graduate students preferred the use of decorative backgrounds which include clear statements.

To conclude, both the graduate and the undergraduate students had positive perceptions concerning the use of PPP in ELT classes. However, they varied in their preferences concerning the content of a PPP.

5.2 Implications

Based on the findings of the current study, some practical implications can be presented. First, the instructor's may benefit from these findings while preparing their presentations. It is highly recommended that Instructors who use PPP recognize and take into consideration their students' perceptions and preferences in their PowerPoint presentations. It is also important for the instructors to take their students' level into consideration and be aware of their needs before constructing a presentation.

Another implication is that the findings may help the instructors, who do not use PPP as a teaching tool, to be aware of its effective role in ELT classrooms. In addition, the results of this study may work as feedback for the instructors in FLE Department who are using PPP in their classes so that they can develop their PPP skills and better address the needs of their students while designing PPP. To explain more, the finding

will help students and instructors to gain awareness about the importance of PPP in the process of learning and teaching.

5.3 Limitations

The current study has a number of limitations. The first limitation is related to the context of the study. To elaborate more, the findings of this study are restricted only to the specific context of the study, therefore, the findings can not be generalized. Second, the current study addressed the perceptions and preferences which are associated with the use of PPP in ELT classes in a generalized way, however, some findings have revealed students' views regarding PPP by addressing specific issues in their language learning such as motivation and learning styles, which were not the main focus of the current study.

The third limitation is related to the population of graduate participants which was small in number in comparison to the undergraduate groups' of participants. Moreover, the instructors' population is small in comparison to the student population which may have prevented the researcher to compare the two groups statistically.

Moreover, the data were collected using only two data collection instruments which are the questionnaires and interviews which may cause limitation in the understanding of the situations where PPP is used in the classes. Those situations could have been better addressed if an observation process was conducted.

5.4 Suggestions for Future Research

The findings of this study reveal many implications for similar studies in the future. It can be suggested that teachers who are willing to conduct a research on the same

topic trying to investigate the pedagogical implications of using PowerPoint presentations since the data showed that some graduate students consider PowerPoint presentation as a helpful tool that helped them to develop their speaking skills. Such investigation may help to draw insights into to the practical use of PPP in ELT classes in relation to PPP. As an example of that are the topics of learning styles and motivation.

Moreover, many students and instructors have indicated the role that PowerPoint presentation played in raising students' motivation for the lesson and the process of learning in general. It can be suggested that an in-depth investigation into this issue can be conducted.

Another implication is that the findings are limited to the scope of this study. A reduplication of the study in a different context can allow for the generalizations. To clarify more, the results of this study are unique, therefore, a duplication of this study may help to verify the findings of this study.

In addition to that, It also can be suggested that future studies adopt different research approaches and tools to expand the scope of findings. An observation process can be implemented which may help gain deep insight into the situations where PPP in used in classes. Thus, this will allow researchers to better witness the changes in the environments when PPP is used and better witness instructors' level of proficiency regarding the use of slides and multimedia features.

5.6 Conclusion

The current study attempted to identify ELT students' and Instructors' perceptions and preferences regarding the use of PowerPoint Presentation in ELT classes. The participants of this study were the students and the instructor of the (FLE) Department, at Eastern Mediterranean University.

The study aimed to investigate the graduate and undergraduate students' and instructors' perceptions and preferences and draw insights to the similarities and differences between them. Furthermore, it attempted to witness the variation between students and instructors views and responses.

The overall participants were 108 students from the undergraduate and the graduate level and also 10 Instructors. The research used mixed- research methods. Both qualitative and quantitative data were collected. The data collection instruments were the questionnaires and the interviews.

The results of the study showed that both the students and the instructors had positive perceptions regarding the use of PPP in ELT classes. In addition, the data showed that both the graduate and the undergraduate students preferred using PPP in ELT classes since they considered it as an interesting and easy tool. Despite the fact that the students believed that PPP works as an attention grabbing and summarizing tool, they did not think that PPP to help them in language learning. Same as the students, the instructors believed in the positive effect of PPP in classes since they considered it as a helpful tool in managing lessons.

On the other hand, the instructors did not believe that PPP would help students in their language learning. In addition, the results showed a variation in preferences among the students and the instructors. For example, the students preferred decorative light colorful backgrounds while the instructors were not sure about that. Also, the students preferred when the key points are shown on the slides while instructors were not sure about that. However, both the students and the instructors believed that PPP slides work as good discussion points in the classrooms.

The results also showed a variation between the graduate and the undergraduate students' answers regarding PPP use in classes. Despite the fact that both graduate and undergraduate students believed in the positive effect of using PPP in ELT classes, the results also showed the difference in their perceptions and preferences.

5.7 Summary

The purpose of this chapter was to discuss the main findings of the study in the light of the relevant literature and by responding to the main four research questions. Moreover, some practical implications were presented. Following that, some limitations of the present study were provided in order to refer to the research gaps. After that, some suggestions for future studies were provided in the light of research limitations. Then, an overall summary of the study was presented in the conclusion part.

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APPENDICES

Appendix A : Student Questionnaire

Student Questionnaire

I. Background Information

1. Age: _____
2. Gender: Male Female
3. Nationality: Turkish Turkish Cypriot Other: _____ (please specify)
4. Native Language: Turkish English Other _____ (please specify)
5. Class : (BA 1st year 2nd year 3rd year 4th year) MA PHD

II. The Questionnaire

Directions: Please put a cross (X) in the appropriate box for each item.

Important note: PPP stands for **PowerPoint Presentation**

		<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Not sure</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
1	The lesson is more interesting with PPP.					
2	It is easier for students to follow the lesson with PPP.					
3	PPP stimulates students' thinking.					
4	PPP helps instructors to use class time efficiently.					
5	PPP helps students to take notes during the lesson.					
6	Students feel motivated when the instructor uses PPP.					

		<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Not sure</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
7	Students participate in the lesson more when PPP is used.					
8	Students interact more with the instructor when PPP is used.					
9	PPP helps students to improve their listening skills.					
10	PPP helps students to improve their writing skills.					
11	PPP helps students to improve their vocabulary.					
12	PPP helps students to improve their speaking skills.					
13	PPP helps students to improve their grammar.					
14	PPP helps students to concentrate on the lesson better.					
15	Students prefer the lesson with PPP to the one without it.					
16	Students find it helpful when instructors use PPP slides as discussion points for lectures.					
17	Students find visual elements such as pictures, charts, graphics, etc. helpful in the PPP.					
18	Students prefer it when instructors put key terms and definitions completely written out on PPP slides.					

		<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Not sure</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
19	Students prefer when the lights are turned on (a <i>bright</i> room) during PPP.					
20	Instructors should provide PPP slides electronically for students by email or social network (e.g. Facebook, Viber, etc.).					
21	Instructors should provide PPP slides printed as a hard copy.					
22	Instructors should be careful not to put too much text on each slide.					
23	Students find it boring when instructors say the same things on the PPP slides.					
24	When the students have a copy of the presentation, they are less likely to attend the class.					
25	Students like it when the instructor uses the audio material in PPP.					
26	Students find it easy to understand when information is shown sentence by sentence on the slides rather than all at once.					
27	Students prefer decorative backgrounds in PPP.					
28	Students prefer light-colored backgrounds.					

		<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Not sure</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
29	Students prefer when the lights are turned off (a <i>dim</i> room) during PPP.					
30	Students find it easy to follow the class when they have a copy of PPP slides.					

Open- Ended Questions

Directions: Please answer the following questions.

1. Do you prefer your instructors to use PPP in your ELT classes? Why or why not?

2. In your opinion, what are the advantages and disadvantages of using PPP in your ELT classes?

Advantages: _____

Disadvantages: _____

3. How should an effective PPP be like? Please list some characteristics.

Appendix B :Instructor Questionnaire

Instructor Questionnaire

I. Background Information

6. Age: _____
7. Gender: Male Female
8. Nationality:_____
9. Native Language: _____
10. Years of teaching experience : _____

II. The Questionnaire

Directions: Please put a cross (X) in the appropriate box for each item.
Important note: PPP stands for **PowerPoint Presentation**

		<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Not sure</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
1	The lesson is more interesting with PPP.					
2	It is easier for students to follow the lesson with PPP.					
3	PPP stimulates students' thinking.					
4	PPP helps instructors to use class time efficiently.					
5	PPP helps students to take notes during the lesson.					
6	Students feel motivated when the instructor uses PPP.					

		<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Not sure</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
7	Students participate in the lesson more when PPP is used.					
8	Students interact more with the instructor when PPP is used.					
9	PPP helps students to improve their listening skills.					
10	PPP helps students to improve their writing skills.					
11	PPP helps students to improve their vocabulary.					
12	PPP helps students to improve their speaking skills.					
13	PPP helps students to improve their grammar.					
14	PPP helps students to concentrate on the lesson better.					
15	Students prefer the lesson with PPP to the one without it.					
16	Students find it helpful when instructors use PPP slides as discussion points for lectures.					

		<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Not sure</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
17	Students find visual elements such as pictures, charts, graphics, etc. helpful in the PPP.					
18	Students prefer it when instructors put key terms and definitions completely written out on PPP slides.					
19	Students prefer when the lights are turned on (a <i>bright</i> room) during PPP.					
20	Instructors should provide PPP slides electronically for students by email or social network (e.g. Facebook, Viber, etc.).					
21	Instructors should provide PPP slides printed as a hard copy.					
22	Instructors should be careful not to put too much text on each slide.					
23	Students find it boring when instructors say the same things on the PPP slides.					

		<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Not sure</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
24	When the students have a copy of the presentation, they are less likely to attend the class.					
25	Students like it when the instructor uses the audio material in PPP.					
26	Students find it easy to understand when information is shown sentence by sentence on the slides rather than all at once.					
27	Students prefer decorative backgrounds in PPP.					
28	Students prefer light-colored backgrounds.					
29	Students prefer when the lights are turned off (a <i>dim</i> room) during PPP.					
30	Students find it easy to follow the class when they have a copy of PPP slides.					

Open- Ended Questions

Directions: Please answer the following questions.

4. Do you prefer to use PPP in your ELT classes? Why or why not?

5. In your opinion, what are the advantages and disadvantages of using PPP in your ELT classes?

Advantages: _____

Disadvantages: _____

6. How should an effective PPP be like? Please list some characteristics.

Appendix B : Student Interview Questions

Student Interview Questions

- 1.** Do your instructors use PPP (PowerPoint Presentation) in your ELT classes?
- 2.** How do you think PPP affects your learning in ELT classes? Do you consider it as a helpful tool?
- 3.** Do you think that using PPP makes you reluctant or dependent? Please explain.
- 4.** In your opinion, what are the positive and negative effects of PPP use in ELT classes?
- 5.** What are the characteristics of an effective PPP? How should an effective PPP be like?
- 6.** Do your instructors provide you with slides?
- 7.** Do you prefer to be provided with PPP slides? Why or why not? If yes, how would you like to receive the slides?
- 8.** If your instructors use PPP in your ELT classes, describe the features of these presentations/slides. How do they look like? What elements do they include?
- 9.** Do you use PPP in your presentations or micro-teachings? Why or why not?
- 10.** If yes, describe the features of these presentations/slides. How do they look like? What elements do they include?

Appendix C: Instructor Interview Questions

Instructor Interview Questions

- 1.** Do you use PPP (PowerPoint Presentation) in your classes (undergraduate and graduate)? Why, or why not?
- 2.** How do you think PPP affects students' learning in ELT classes? Do you consider it as a helpful tool?
- 3.** Do you think that using PPP makes your students reluctant or dependent? Please explain.
- 4.** In your opinion, what are the positive and negative effects of using PPP in ELT classes?
- 5.** What are the characteristics of an effective PPP? How should an effective PPP be like?
- 6.** Do you provide slides to your students? Why or why not? If yes, how?
- 7.** If you use PPPs in your classes, describe the features of your presentations/slides. How do they look like? What elements do they include?

Appendix D: Ethical Committee Approval

 <p>Doğu Akdeniz Üniversitesi "Uluslararası Kariyer İçin"</p>	<p>Eastern Mediterranean University "For Your International Career"</p>	<p>P.K.: 99628 Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr</p>
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Etik Kurulu / Ethics Committee

Reference No: ETK00-2016-0204

05.12.2016

RE: Hiba Ali (145127)
Department of English Language Teaching

To Whom It May Concern,

As part of the 2016-2017 Fall Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms. Hiba Ali (145127), from the Department of English Language Teaching Master Graduate Program, to pursue with her survey entitled "**Students' and Instructors' Perceptions of PowerPoint Use in ELT Classrooms**" This decision has been taken by the majority of votes. (Meeting number 2016/34-06)

Regards,



Assoc. Prof. Dr. Sükrü Tüzmen
Director of Ethics Committee

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